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ABSTRACT

Designed to assist teachers in small schools with the improvement of curriculum and instruction and to help smaller districts which do not have curriculum personnel to comply with Washington's Student Learning Objectives (SLO) Law, this guide contains curriculum materials for teaching reading in content areas to grades 9-12. The objectives listed are correlated to the Goals for Washington Common Schools and to broad K-12 reading program goals. The format consists of a sequential list of student learning objectives related to content area reading, followed by pages which feature one or more objectives and include activities, monitoring procedures, and possible resources used in teaching the objectives. Grade recommendations for teaching the objectives at the secondary level are very broad, reflecting that courses are often non-graded or that students must enroll in some basic courses to meet competency or graduation requirements. Where applicable, the relatedness of an objective to other curriculum areas is shown. Particular effort has been given to correlating the materials with the areas of Environmental Education and the use of the newspaper in the classroom. Broad scope areas for reading in the content areas for grades 9-12 include vocabulary development, comprehension and general study techniques. (CM)

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SMALL SCHOOLS

READING IN THE CONTENT AREA

CURRICULUM

GRADES 9-12

RC 012 838

Dr. Frank B. Brouillet, State Superintendent of Public Instruction, Olympia, Washington

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SMALL SCHOOLS

READING IN THE CONTENT AREAS CURRICULUM

9-12

Scope

Objectives

Activities

Resources

Monitoring Procedures

Working Copy

June 1979

This is a publication of the Instructional and Professional Services Division of the State Superintendent of Public Instruction, Olympia, Washington.

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APPRECIATION

Many Educators have been involved in the development of the Small Schools curriculum materials. Of these, Robert Groeschell, now retired from the Office of the Superintendent of Public Instruction, deserves special recognition for his insight, leadership and support in initiating the Small Schools Curriculum Project.

In order to provide assistance to small school districts, a curriculum assessment was conducted by Mr. Groeschell in the spring of 1975. The findings of this assessment pointed out the need for the development of curriculum guidelines to assist small school districts in identifying learning objectives and in planning for program implementation. These findings served as a basis for originally funding the Small Schools Curriculum Project.

Dr. Don Hair, Dr. Monica Schmidt and Bill Radcliffe should be given recognition for their efforts in seeing that the project has continued from the original K-3 efforts to completion of guidelines 9-12.

Appreciation is also extended to Dr. Charles Murray, Superintendent, and the staff of ESD 189 for providing meeting space, equipment and resources which facilitated the development of the Small Schools Curriculum materials.

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INTRODUCTION

The Small Schools Project Objectives 9 - 12 were developed during the 1978-79 school year through the cooperative efforts of three levels of educational organization: ten Snohomish and Island County school districts, Educational Service District 189 and the State Office of Public Instruction. Funds were provided through Title IV C and SPI, with ESD providing in-kind services.

Process Procedure. ESD 189 personnel and selected curriculum specialists first identified objectives in three disciplines, language arts, mathematics and reading to serve as a basis for a goal based curriculum in the three disciplines. A cadre of secondary teachers from the ten consortium schools (Arlington, Darrington, Granite Falls, Lake Stevens, Lakewood, Monroe, Snohomish, Stanwood, Sultan and South Whidbey) then proceeded to use the objectives list as a base for curriculum development. The objectives listed in this document represent the final product of the curriculum specialists and secondary classroom teachers. The third step in the process was to involve secondary classroom teachers in writing activities to accompany the objectives. The objectives, and activities with these accompanying monitoring procedures and resources make up the curriculum guideline.

ORGANIZATION OF BOOK

Book Covers and Objective pages for Small Schools materials have been color coded for each subject with reading in the content areas being white.

Following each colored objectives page there are usually several pages which identify activities, resources and monitoring procedures which may be used when teaching to the objective(s). (See pages x and xi of this book for more detailed explanation of the format.) Within each curriculum book the objectives have been correlated to the Goals for the Washington Common Schools and to the Small Schools Program goals for reading. A limited number of activities have been written for some areas of the scope of secondary reading, since most instructors use the text as the basis for instruction. Users of this material are asked to suggest activities that might be added to this book following its field testing and prior to final printing.

RELATIONSHIP TO THE SLO LAW

The purpose of this book and all other Small Schools materials is to assist teachers with the improvement of curriculum and instruction. In addition, it is expected that many smaller districts lacking curriculum personnel will find this book helpful in complying with the SLO Law. (This law requires districts to identify student learning objectives grades nine through twelve in the area of language arts, reading and mathematics and initiate implementation of such a program on or before September 1, 1981.)*

Contained within this book are many more objectives than any district would choose to identify as their SLO objectives.

The approach of the Small Schools Project Consortium was first to develop a curriculum, grades 9-12, in mathematics, language arts and reading using a goal base model. Thus the objectives contained in this book, although they may be helpful in meeting the intent of the law, were really designed as instructional objectives and not specifically for the SLO Law. The consortium also made a decision to develop a taxonomy of objectives for each discipline 9-12 and deliberately chose not to develop objectives for specific courses. Secondary teachers thus are free to choose objectives from the taxonomy to build their specific courses in this discipline.

*See "Guide to the Student Learning Objectives Law," RCW 28A. 58.090 SPI, Olympia, Washington 98504

FORMAT

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to facilitate the transportability of the product by allowing districts to personalize the curriculum materials to meet their own educational programs. The Small Schools Format provides a simple arrangement for listing objectives and identifying activities, monitoring procedures, and resources used in teaching.

Page One

The first format page lists the sequence of student learning objectives related to a specific area of the curriculum for either reading, language arts, mathematics, science or social studies. For each objective a grade placement has been recommended indicating where each objective should be taught and mastered. The grade recommendation for the secondary level is very broad reflecting that courses are often non-graded or that students must enroll in some basic courses to meet graduation or compentency requirements.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the curriculum courses in their schools. District personnel may also choose to delete an objective by striking it from the list or add another objective by writing it directly on the sequenced objective page.

SMALL SCHOOLS PROJECT

SUBJECT: READING

SPECIFIC AREA: COMPREHENSION

Interpretive

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. ideas, events, or actions may be implied rather than stated directly in a selection.		9-12					
. inferred details are those details which the author did not state directly, but which logically could have been included.							
. the main ideas, theme, or focus may not be stated in the selection.							
. an analogy is a comparison of two things that are related in some way.							
The student is able to:							
. identify clues which support inferences.							
. infer sequence in a selection.							
. identify an unstated main idea.							
. infer cause and effect relationships.							
. draw conclusions and substantiate them with reference to the material read.							
. draw conclusions and generalize to new situations.							
. predict the outcome of a selection.							
. recognize relationships between analogous pairs.							
. infer meanings from figurative language.							
. understand the role of details in supporting a main idea.							
. identify the clues upon which inferences are based.							
. make valid inferences about the author's attitude toward the subject of a selection or toward the audience.							
. extend his/her interpretation through visual imagery.							
. relate previous learnings to new learnings.							
The student values:							
. the vicarious experiences which reading can provide.							
. visual imagery as an aid to furthering one's appreciation and understanding.							

Page Two

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and possible resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown. Particular effort has been given to correlating the materials with the areas of Environmental Education, and the use of the newspaper in the classroom.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to predict the outcome of a selection. — State Goal 1,8

B. The student is able to draw conclusions and substantiate them with reference to the material read. — District Goal

Program Goal 2,6

Related Area(s)

Suggested Activities: Grade(s) 9 - 12	Suggested Monitoring Procedures	Suggested Resources
Title: Predicting the outcome Group Size: Individual or entire class Materials: Any short story or situation with a likely outcome. Procedure(s): . Read a short story or situation to the class or have individuals read the story to themselves Example: In the 1950's, a Florida woman freed a pair of her pet birds. These birds were starlings, a native of Europe. The starlings have a very general diet, are aggressive towards other birds, and are very wary of man. The starling is a hearty bird and is well adapted to survival. It not only competes with native birds for food, some of which have very specialized diets, but actually attacks some of our native birds in order to take over their nests. The Starling also breeds at a very rapid rate and it is common for a pair of these birds to have five or more groups of young each year. By the early 1970's, America was beginning to learn about this bird. By then, huge flocks of starlings were plagueing the southeastern U. S. They not only would strip crops in a matter of hours, but in route to their feeding and nesting grounds they dropped large quantities of waste. It got so bad in some areas that it became impossible to hand clothes out to dry as the birds would soil them. Furthermore, the waste was so strong that it killed the trees in their nesting areas, not to mention the fact that it damaged pain on automobiles. The	Check student responses that are written out Open discussion	Any short story or made up situation with a predictable outcome. Practice Book Encore Houghton Mifflin Page 81, 87, 56, 60 Practice Book Accents Houghton Mifflin Page 69, 42, 45 District Resources

SMALL SCHOOL PROJECT

DEFINITION OF FORMAT TERMS

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, word attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972 the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcomes of an entire area of instruction such as mathematics, language arts or social studies.

Student Learning Objectives

The three major types of learning objectives which have been identified are knowledge, process and value objectives.

> Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows..." Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principals and laws, simple generalizations, similarities and differences, etc.
>
> An example of a Knowledge Student Learning Objective is: "The student knows guide words in a dictionary indicate the first and last words on the page."
>
> Process Student Learning Objectives identify something the student is able to do and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production, service and human relationships.
>
> An example of a Process Student Learning Objective is: "The student is able to associate a consonant sound with the letter name."
>
> Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are thought to be most uniformly and consistently approved by society as supporting the major aims of the discipline.
>
> An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity."

Suggested Learning Activities describe the behavior of both the teacher and students. The instructional strategies employed by the teacher, as well as the activities undertaken by the students, are included in this section. Each activity includes materials, group size and procedures.

Suggested Monitoring Procedures indicate informal methods for determining the progress a student is making towards the attainment of the objective. These methods include techniques such as teacher observation, student interest and attitude surveys and recording results of classroom instruction.

Possible Learning Resources indicate materials, teacher-made or commercially produced, which are needed by both the teacher and students in order to accomplish the learning activities.

GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.

2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.

3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.

4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.

5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.

6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.

7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.

8. As a result of the process of education, all students should be prepared for their next career steps.

9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.

10. As a result of the process of education, all students should be committed to life-long learning and personal growth.

READING PROGRAM GOALS
(K-12)

1. The student desires to read and through self-initiative, seeks out reading for pleasure and knowledge.

2. The student develops a functional reading level to satisfy personal, social, educational, environmental and vocational needs and interests.

3. The student possesses word recognition skills (visual discrimination, auditory discrimination, phonetic analysis and structural analysis) necessary to read.

4. A. The student's vocabulary is expanded through involvement in reading.

   B. The student possesses an appreciation for the power of words and proficiency in the use of words.

5. The student possesses listening skills necessary for development in reading.

6. The student possesses comprehension skills necessary to understand, interpret, evaluate and respond to printed materials when reading both orally and silently.

7. The student possesses study reference skills necessary to satisfy personal, social, educational, environmental and vocational needs and interests.

8. The student possesses general reading study techniques which promote optimum learning in content area subjects.

SMALL SCHOOLS PROJECT

READING IN THE CONTENT AREAS

SCOPE
9-12

PAGE

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B. Using Contextual Analysis 13

II. COMPREHENSION

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D. Questioning 159

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SMALL SCHOOLS PROJECT

SUBJECT: READING IN THE CONTENT AREAS

SPECIFIC AREA: VOCABULARY DEVELOPMENT

General/Technical

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. many words in our language have been derived from names or borrowed from different languages.	3	9-12					
. that an extensive knowledge of word meanings aids in precise communication.							
. common words have different meanings in specific subject areas: current--science, current--social studies; change--science, change--economics/social studies, hobby or profession.	5						
. each content area has a specialized vocabulary.	9						
. that homographs are words that are spelled the same but have different derivations and meanings, and may differ in pronunciation, e.g., fair (market)/fair (just): object (noun)/object (verb).							
. an acronym is a word formed by initial letters of words in a set phrase.							
. the dictionary and thesaurus are resources for building vocabulary meaning.	11						
The student is able to:							
. expand general vocabulary through involvement in reading.							
. use the specialized vocabulary unique to each content area to increase comprehension.	5						
. determine pronunciation and meaning of homographs.							
. recognize and interpret acronyms and abbreviations.							
. use the dictionary for appropriate definitions and usage.							
. use the thesaurus to locate synonyms, antonyms and specialized vocabulary.	11						
The student values:							
. and appreciates the power of words.							
. an expanding meaning vocabulary as an aid to understanding and communication.	9						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows many words in our language have been derived from names or borrowed from different languages.

State Goal	1,6
District Goal	
Program Goal	2,4

Related Area(s) Language Arts: Nature of Language

Suggested Activities: Grade(s) 9-12

Title: Where Did Words Come From?
Group Size: entire class
Materials: dictionary, worksheet

Procedure(s):

- Have students write the words that come from the names of people and explain their meanings.
- Have students use dictionary if necessary.

Example:
Dr. J. P. Guillotine - a machine for beheading,
Charles Mackintosh - lightweight waterproof fabric,
Louis Pasteur - pasteurization, partial sterilization of a substance.

- Have students look up words to find which country they were borrowed from.

Example: caravan (Persia)
beret (France)

Suggested Monitoring Procedures

Teacher checks worksheets.

Possible Resources

Rittenhouse, Metcalf, Dowling, Wordcraft, J.M. Dents & Sons Publ., 1969.

District Resources

The previous numbered page in the original document was blank

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that common words have different meanings in specific subject areas: Current - science, current - social studies. B. The student is able to use the specialized vocabulary unique to each content area to increase comprehension.

State Goal 1,8,10

District Goal

Program Goal 2,6,8

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: A New Look at Old Words Group Size: individual, whole class Materials: pencil and paper Procedure(s): . Provide students with list of sentences giving common words used in an unfamiliar way. Example: We were asked to bring an article on a current event. The light would not illuminate because the current had been interrupted. . Utilize the Cloze procedure to facilitate the development or context clues. . Select an appropriate passage of approximately 250 words from context area materials. Delete every 10th word and retype on a ditto. . Instruct students to: 1. Read the entire passage. 2. Fill in one word in each blank. 3. The word must fit the syntax and semantics of the sentence. . Read the passage orally and encourage students to share the words they utilized in the blanks. . Discuss the appropriateness of the students' words according to the criteria stated in number(3.)above.		Context Clues: Dechant,Emerald. Reading Improvement in the Secondary School. p.208-214 Hafner, Lawrence E., Developmental Reading in Middle and Secondary Schools. p. 110-111 Herber, Harold L. Teaching Reading in Content Areas. 2nd ed. p. 143-145 Robinson, H. Alan. Teaching Reading and Study Strategies. p. 90-106 Shepherd, David L. Comprehensive High School Reading Methods. 2nd ed. p. 56-57 Smith, Carl B., Sharon Smith, and Larry Mikulecky. Teaching Reading in Secondary School Content Subjects. p. 189-194

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Suggested Resources

Title: Structural Analysis
Group Size: entire class
Materials: words that lend themselves to structural analysis

Procedure(s):

. Write the following sentence on the chalkboard and analyze the root, suffix, prefix, and the meaning together:
"My brother is a prestidigitator."

Structural Analysis:

Burmeister	p. 143-160, 365-388
Dechart	215-228
Garland	109-133
Herber	145-146
Shepherd	66-80
Smith	194-199, 216-228

Dictionary Skills:

Dechant	p. 232-237
Hafner	109-110
Thomas	58-62
Roe	106-109
Shepherd	80-83
Smith	204-205

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 -12

Student Learning Objective(s) A. The student knows each content area has a specialized vocabulary. B. The student is able to use the specialized vocabulary unique to each content area to increase comprehension.

Related Area(s) Reading in the Content Areas

State Goal	1,4
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s) 9 - 12

Title: What's My Area
Group size: pairs, small groups
Materials: flash cards

Procedure(s):

- On the front of the cards write a vocabulary word from a specific subject area.
- On the back of the card write the corresponding subject area.

Example:

Front	Back
fossils	geology
white blood cells	biology
incline plane	science

Variation:
After reading the word on the front of each card, the students name the content area the word relates to.

Suggested Monitoring Procedures

Observe small group activity.

If played in pairs, have students keep record of score.

Possible Resources

Books:

Be A Better Reader, Level C
Basic Skills Edition, Nila Banton Smith, Prentice Hall Publishing Co., 1977.
pages 106 - 107 - Math
page 204 Social Studies
page 202 - All Subjects
pages 166 - 203 - Science
page 192 - Computer Language

District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Working with Content Words Group size: entire class Materials: worksheet Procedure(s): . Develop a unit on specialized vocabulary unique to any subject area, i. e., math, social studies or science. . List specialized vocabulary of chosen subject area at top of worksheet. . Below this write sentences about the subject with blanks where the specialized vocabulary words. . Students fill in blanks from list.		Books: Be A Better Reader, Level A, Basic Skills, Banton Smith, Prentice Hall, Inc., pages 81. 104, 105, 131, 132, 151, 152, 172. Level Book 2, pages 67, 81, 95, 109, 125. Level Book 1, pages 21, 37, 71, 96, 108, 126.
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows each content area has a specialized vocabulary. B. The student is able to use the specialized vocabulary unique to each content area to increase comprehension. C. The student values an expanding meaning vocabulary as an aid to understanding and communication.

Related Area(s)

State Goal	1,8,9
District Goal	
Program Goal	4,8

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Specialized Vocabularies Group size: Individual Materials: Procedure(s): . Discuss what are specialized vocabularies and why it is important to learn them. . How to use special lists: a. List each word on a 3 x 5 card along with the definition. Then file cards by units or alphabetically. b. Record words and definitions. See Reading /Vocabulary p.31 for additional activities		The Now Students, Jamestown Publish. John S. Simmons - Word Study Skills Developing Study Skills in Secondary Skills Teaching Reading Skills in Content Areas - West 49-60 Aukerman, Reading in the Secondary School Classroom. p. 76-78 Dilner, Personalizing Reading Instruction in Middle, Junior, and Senior High Schools p. 19-22 Herber, Teaching Reading in Content Areas p. 129-142; 159-172 Olson, Teaching Reading Skills in Secondary Schools p. 73-75 Robinson, Teaching Reading and Study Strategies p. 88-89 Roe, Reading Instruction in the Secondary School p. 82-86 Smith, Teaching Reading in Secondary School Content Subjects p. 199-201

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student knows the thesaurus is a resource for building vocabulary by identifying synonyms, antonyms and word usage. B. The student is able to use the thesaurus to locate synonyms, antonyms and specialized vocabulary.

Related Area(s)

State Goal	1,9,10
District Goal	
Program Goal	3,4,7

Suggested Activities: Grade(s) 9 - 12

Title: Antonym-O
Group Size: small group, entire class
Materials: Bingo-type cards, word list, small squares to cover words

Procedure(s):

- Caller says words from master list and players cover antonyms on their cards.
- The first player to complete a row is the winner and the next caller.

Example: Caller says: sad
Students cover: happy

Variation:
Caller says: like
Students cover: abhor

Title: Antonym Match
Group Size: small groups, pairs
Materials: clock or timer

Procedure(s):

- The player calls out a word for which he/she knows one antonym.
- The next player within a given time must "match" the word by saying any antonym (more than one, if possible).
- A student receives one point for each antonym answer.
- Students who can't think of any matching antonym answers may challenge the caller to state one.
- Caller is penalized a point if he/she uses a word without an antonym.
- Students responding with a word that is not an antonym are penalized one point also.

Suggested Monitoring Procedures

Possible Resources

Books:

Games To Improve Your Child's English, Hurwitz and Goddard, Simon and Schuster, page 147.

Change For Children, Goodyear Publishing, 1973, page 86.

District Resources

TEACHING CRITICAL THINKING SKILLS

VOCABULARY

Concept development - structured overview process

1. Analyze the vocabulary of the learning task and list all the terms you feel are necessary for the students to understand the concept.

2. Arrange (rearrange) the list of words into a schema or diagram which depicts key relationships among the terms.

3. Add to the schema terms you believe are understood by the students to clarify relationships between the learning task and the course (or discipline) as a whole.

4. Type each of the words included in your structured overview on a ditto master.

5. Place the students in groups of four or five and introduce the idea of the structured overview. Encourage each group to construct their own diagrammatic arrangement to represent the inherent relationships among the words. The overview should act as a pre-organizer or framework into which new ideas and information can be fitted.

6. Each group of students constructs their final picture on the chalkboard. Encourage each group to give a verbal rationale for relationships depicted and to answer questions. The reasons for the diagrammatic arrangement should be verbalized.

7. Write your (teacher's) diagram on the board or project via a transparency and explain why you arranged the terms as you did. Encourage the students to contribute as much information as you can.

8. Throughout the unit, as it seems appropriate and comfortable, refer back to the diagram. Sketch portions of it on the board. The major objective here is to aid the students in their attempts to organize the information in meaningful ways.

9. Utilize the structured overview process as a post-organizer of the key vocabulary terms that form the concept.

SMALL SCHOOLS PROJECT

SUBJECT: READING IN THE CONTENT AREAS

SPECIFIC AREA: VOCABULARY DEVELOPMENT

Using Contextual Analysis

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. that contextual analysis is the primary approach to word recognition and vocabulary development through oral and written language.		9-12					
. that contextual analysis involves the student's personal knowledge of language as it relates to the way the language is used by the writer.							
. that there are many different types of contextual analysis clues depending upon the (word recognition) situation, i.e.,	15						
. Direct Explanation Clue - An outright explanation of the meaning of a word given to the reader.							
. Experience Clue - Indirect experience through reading and other learning.							
. Mood or Tone Clue - Meaning of a word harmonizes with author's tone.							
. Explanation Through Example - An example that illustrates the meaning.							
. Summary Clue - Reason out meaning by circumstances summing it up.							
. Synonym or Restatement Clue - Meaning inferred from repeated idea nearby.							
. Comparison or Contrast Clue - Meaning derived from word or idea already known.							
. Familiar Expression or Language Experience Clue - Using familiar common language patterns to infer meaning.							
. Words In A Series Clue - Meaning derived from a composite of all previous clues except explanation.							
. Inference Clue - Meaning derived from a composite of all previous clues except explanation.							
The student is able to:							
. use the context for the purpose of getting the meaning of an unknown word or assigning the appropriate meaning to a word having multiple meanings.							
. use different types of context clues (e.g. direct explanation clue, experience clue, summary clue) as an aid to getting meaning.	15						
. use context together with structural analysis to identify known words or obtain the meaning of unknown words.							
The student values:							
. the use of context and structural analysis as tools for expanding ones vocabulary.	17						

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that there are many different types of contextual analysis clues depending upon the (word recognition) situation. B. The student is able to use different types of context clues, (e. g. direct explanation clue, experience clue, summary clue) as an aid to getting meaning.

Related Area(s) comprehension

State Goal	1,9,10
District Goal	
Program Goal	3,6,8

Suggested Activities: Grade(s) 9-12	**Suggested Monitoring Procedures**	**Possible Resources**
Title: Contextual Analysis Group size: Materials: written examples of contextual clues Procedure(s): . Have students match or identify examples with different types of clues. 1. Direct explanation clue. Define vocabulary words. Example: An entymologist is a scientist who specializes in the study of insects. 2. Experience clue. Give students practice in reading statements and deducing answers to given questions. Example: The moment was intense. Screams reached a deafening pitch as the feeling of hysteria wrenched her mind into panic. 3. Mood or tone clue. Teach students that descriptive words harmonize in a written account. Example: Hilarious laughter bounced over the backyard fence surrounding the children's birthday party. 4. Explanation through example clue. Teach students that when they encounter a new word it will often be followed by an example which helps to clarify the meaning.		Improving Reading in Every Class Thomas and Robinson **District Resources**

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Example: An occasional constitution during a long evening of study is desirable. Tom often took one of these short strolls to relieve tension. 5. Summary clue Teach students that a situation that a word sums up can be found before or after the unknown word. Example: Paula, an attractive sophomore girl in her bobbie sox, high heels and blue denims was so out of place, clearly an anachronism. 6. Synonym or restatement clue The student infers the meaning of the unknown word because it repeats an idea expressed in known words nearby. Example: On Saturday mornings James liked to busy himself with the samisen. Playing this three-stringed Japanese lute provided him much entertainment. 7. Comparison & Contrast Clues Students can get some suggestion of a new word's meaning by comparing it with an already known word or idea. Example: Maria is friendly, courteous and thoughtful, but her mother is even more gracious. 8. Contrast The meaning of the new word is obviously in contrast with the idea expressed in familiar words nearby. Example: Bob was quiet and reserved but Jim is extremely loquacious.		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that there are many different types of contextual analysis clues depending upon the (word recognition) situation. B. The student is able to use different types of context clues, (e. g. direct explanation clue, experience clue summary clue) as an aid to getting meaning.

Related Area(s) comprehension

State Goal	1,9,10
District Goal	
Program Goal	3,6,8

Suggested Activities: Grade(s) 9 - 12	Suggested Monitoring Procedures	Possible Resources
9. Familiar expression clue Teach students that knowledge of common language patterns (expressions heard everyday) can provide a strong clue to the meaning of an unknown word. Example: George tends to put things off; he procrastinates on his homework. 10. Words in series clue Teach students that in a listing the meaning of an unknown word can sometimes be determined by having a general knowledge of the other words being enumerated. Example: The different aquarium tanks held separate kinds of fish, including trout, bass, blue gill, catfish, cabezon, perch and sculpin.		District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) _____ State Goal

_____ District Goal

_____ Program Goal

Related Area(s) _____

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
See Small Schools Curriculum grades 4-6 and 7-8 for additional activities in this area		

District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: READING IN THE CONTENT AREAS

SPECIFIC AREA: COMPREHENSION

Literal

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. that special type and punctuation are tools used by authors to aid the reader to perceive intended meaning.	27	9-12					
. literal details are stated facts used to support the main ideas of a selection.	23						
. that sequence is the order in which information is presented in a selection.	31						
. the main idea of a selection is an explicit statement which conveys the focus or theme of the selection.	31						
. signal words convey author's organization, direction, and point of view, e.g., first, second, next, although, however.	31						
The student is able to:							
. use special type (italics, boldface, capitals) as an aid to getting the meaning of a written selection.	27						
. recognize, recall and/or locate significant details (when explicitly stated) from a selection read.	31						
. recognize, recall and identify main ideas (when explicitly stated) from a selection read.	31						
. recognize, recall and locate sequence (when explicitly stated) from a selection read.	31						
. recognize, recall and locate character traits (when explicitly stated) from a selection read.	31						
. recognize, recall and locate cause and effect (when explicitly stated) from a selection read.	31						
. recognize, recall and locate comparisons (when explicitly stated) from a selection read.	31						
. use signal words as an aid to identifying the author's organization.	33						
The student values:							
. the ability to recognize author's pattern and organization of material.	33						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows literal details are stated facts used to support the main ideas of a selection. B. The student is able to recognize, recall and/or locate significant details from a selection read.

State Goal	1,8
District Goal	
Program Goal	6

Related Area(s) Journalism

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Newspaper Articles Group Size: Individual, entire group Materials: 1 copy of a newspaper for each student Procedures: . Have each student read a short newsarticle of their choosing from the newspaper - sample? . Ask each student to jot down on paper the WHO, WHAT, WHERE, WHEN, WHY, HOW. . Discussion may follow having the students share the facts they have gained from their respective articles.	An article can be photocopied so that each student is working with the same article. Students can be given a time limit to read the article. Articles can be collected. A short ditto form can be handed out with WHO: WHAT: WHEN: WHERE: HOW: WHY: printed on it and students can fill it out to the best of their knowledge	Seattle Times Seattle Post Intelligencer Your Daily Paper "Practice in Survival Reading" series New Reader's Press District Resources

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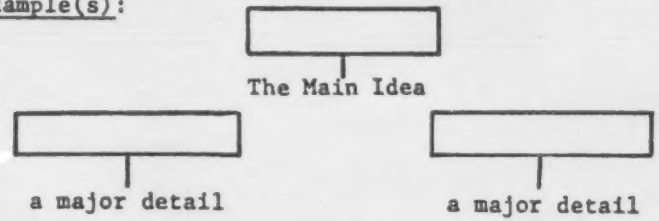
Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

Title: Pyramids
Group Size: small groups, entire class
Materials: paper, pencils, paragraph

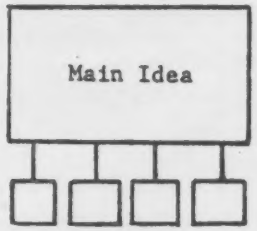
Procedure(s):

- Have students read a paragraph and decide on the main idea.
- Have student draw boxes as illustrated, showing the main idea and major details of the paragraph.

Example(s):



Variation:



District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that signal words convey author's organization, direction, and point of view, e.g., first, second, next, although, however. B. The student uses signal words as an aid to identifying the author's organization.

State Goal	1,10
District Goal	
Program Goal	6

Related Area(s) History, Science, Literature - all areas involving reading.

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Signal Words Group Size: individual or group Materials: teacher-made materials consisting of sentences containing each of the signal words Procedure(s): • Have students read and then re-write each sentence replacing each signal word with another word having the same or similar meaning (synonyms). This activity should be written. Example: Mary made the first response. Synonym: initial opening	If large groups, teacher could solicit varied responses to each sentence. (Signal word synonyms.) Students can then evaluate their own response in relation to appropriate responses solicited.	Teacher-made materials consisting of sentences containing the signal words: first, second, next, furthermore, but, on the other hand, although, despite, however, absolutely, without question, thus, therefore, in retrospect. Rogets Thesaurus District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

District Resources

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that special type (ITALICS, BOLDFACE) is a tool used by authors to aid the reader to perceive intended meaning. B. The student is able to use special type (BOLDFACE, ITALICS, CAPITALS) as an aid in getting the meaning of a written selection.

State Goal 1,8

District Goal

Program Goal 7

Related Area(s) Drama, Literature

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: What's That For? Group size: entire class and small groups of three - five Materials: teacher-made worksheets which have selections containing special type (see possible resources) Procedure(s): • Say aloud to the students, "But Frankie, you are my best friend". Then ask the students how an author might show that expression on paper. • Write some examples of special type on the board (italics, bold print, underlining, etc.). • Have students form small groups and give each group a worksheet with several selections containing special type. Ask each group to decide: (A) how they would read the selection aloud, (B) why did the author use special type (i.e., what is the significance or meaning of it. Have small groups then share their reasoning as the class gets back together. • Each student will then be given a new worksheet containing selections and multiple choice explanations for the use of the special print. Students will be asked to read the selection and choose the correct meaning for the special print in each selection.		Houghton Mifflin Reading Series Obj. 217 (Keystone Practice Book, pgs. 54, 112) District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Special Type Group size: small group, entire class Materials: worksheets Procedure(s): . Give students a paragraph to read containing special type. Select a passage that has italics and/or boldface used for several purposes. (stress, title, foreign words, etc.) . Have students identify why author has used special type. . Have the students read the same paragraph without special type, explaining why it is needed.		District Resources

C1

C2

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to recognize, recall, and locate comparisons (when explicitly stated) from a selection read.

State Goal	1,8
District Goal	
Program Goal	6,

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Wheels Group Size: entire class, small groups Materials: sales brochures from area automobile dealers (at least enough so each student involved can have "hands on" one brochure, and so that at least 5 different car manufacturers are represented Procedure(s): . Have students establish what criteria the pamphlets deal with (i.e., engine size, mileage, MPG, passenger room, cargo capacity, standard features). . Students can then, either individually or in pairs, compile a chart which compares two or more of the automobiles based on the criteria the class has established. . Have students then go to the yellow pages and individually select 5 used car ads. Have the students compile a list of criteria, then make a comparison chart.		Your local automobile dealers associations or individual dealers. Seattle Times Seattle Post-Intelligencer District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Find It In The Classifieds Group Size: small groups (4-6) Materials: classified sections, 12 x 18 blank sheets Procedure(s): . Use "For Sale" classified ad section in newspaper. . Assign students to a certain type of item (autos for sale, houses for sale). . Have groups (determined by type of item) of students make charts comparing items offered for sale. Example: HOUSE Location Rooms Price Extras Title: What Is It? Group Size: individual, small group or entire class Materials: recipes or pictures of food Procedure(s): . Have each student bring a picture and recipe to school. . Teacher mount and number picture, and duplicate all recipes. . Give each student a packet of recipes to be matched to displayed pictures. Variation: Students could match descriptions of animals with pictures of animals, etc.		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that sequence is the order in which information is presented in a selection. B. The student knows signal words convey author's organization, direction and point of view, e. g., first, second, next, although, however. C. The student is able to recognize, recall and locate sequence (when explicitly stated) from a selection read.

Related Area(s)

State Goal	1,8
District Goal	
Program Goal	6

Suggested Activities: Grade(s) 9-10	Suggested Monitoring Procedures	Possible Resources
Title: Determining sequence Group size: individual, entire class Materials: worksheet Procedure(s): . Have students read directions on how to make something. Tell students to notice the order in which the different steps should be done. . Below these directions, arrange the steps in the wrong order. Cover the original set of directions and have students put the correct number by each step according to its proper place in the sequence. . Check sequence by uncovering original set. Variation . Have students write directions for an activity or a project listing them in careful sequence. Then have them mix up the order of steps and exchange papers with a partner. Each student must re-order the directions in proper sequence. . The original student writer will check to see if the directions are in proper sequence.	Teacher observes and checks to see how many students were able to properly reorder directions. Class discusses any differences of opinion.	District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Build a Sequence Story Group size: entire class, individual Materials: chalkboard and chalk Procedure(s): . Explain the importance of clue words in following a sequence of events. . List the clue words on the board. . Give a lead-in sentence. Ask the students to add sentences in order to make a story. Be certain to use the sequence clue words. Example: When John ran down the street, he hid from his pursuers--add on from there using clue words such as--first, second, next, later, etc. for an activity or a project listing them in careful sequence. Then have them mix up the order of steps and exchange papers with a partner. Each student must re-order the directions in proper sequence. Teacher observes and checks to see how many students were able to properly re-order directions. Class discusses any differences of opinion. The original student writer will check to see if the directions are in proper sequence.	Teacher observation to see how many students are able to properly sequence events.	District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows signal words convey author's organization, direction and point of view, e. g. first, second, next, although, however. B. The student is able to use signal words as an aid to identifying the author's organization. C. The student values the ability to recognize author's pattern and organization of material.

Related Area(s)

State Goal	1,8,9
District Goal	
Program Goal	2,6,8

Suggested Activities: Grade(s) 9-12

Title: Using the Author's Signs & Signals
Group Size: individual
Materials:

Procedure(s):

. Discuss with students how authors supply many signs and signals to help keep readers on track and scare them from delays. When you become accustomed to using them, signs and signals help you to read with greater comprehension; but they also make your reviewing easier later on by helping to identify important points.

. Types of signs and signals:

1. Number & letters: these can indicate the relative importance of sequence of ideas.
2. Typographic signs: the use of italics or boldface type when the author wants to emphasize something.
3. Forward signals: and, moreover, also (etc.) These words tell you that another item of equal or even stronger importance follows.
4. Counter signals: these tell the reader that the author is about to present an idea opposed to one just offered.
   Examples: but, yet, otherwise, however, although
5. Summary signals: tell the reader that the author is continuing along the same line, but now has a more important idea or summarizes what has gone before.
   Examples: thus, therefore, consequently

Suggested Monitoring Procedures

Possible Resources

The Now Student. Jamestown Publishers

Burmeister, Lou E. Reading Strategies for Middle and Secondary School Teachers. p. 211-231

Dechant, Emerald. Reading Improvement in the Secondary School. p. 258-262

Dillner, Martha H. & Joanne P. Olson. Personalizing Reading Instruction in Middle, Junior, and Senior High Schools. p. 46-49; 76-78

Hafner, Lawrence E. Developmental Reading in Middle and Secondary Schools. p. 138-146

(Continued over)

District Resources

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Suggested Resources
6. Terminal signals: indicate that the end is near or the author is stating concluding remarks. Examples: as a result, finally, in conclusion Practice finding signs and signals. The paragraphs below contain signs and signals. Find and underline them. It is not necessary to label or identify each kind, so long as you find them all. 1. There are many other reasons for joining in conversation. The braggart talks to bolster his ego. The idler chats to pass time and to escape work. The emotionally agitated person talks to let off steam. The frustrated individual talks to ease tension and to make an unhappy situation more tolerable. The windbag speaks because of some compulsion. 2. Finally, the practical problem of "having to pass" remains unmet and unselved. The cheater erroneously believes that the only solution to the problem of passing a course centers around a single alternative--cheating or not cheating--when the problem might be more efficiently, more safely and more successfully solved by many other possible alternatives. For instance, he could ask for suggestions regarding improvement, do extra work, develop better study habits, seek further instruction and suggestions from the instructor. All these methods are certainly better alternatives to cheating--and they allow a student to maintain his dignity, integrity and self-respect.		Herber, Harold L. Teaching Reading in Content Areas. 2nd ed. p.72-102 Karlin, Robert. Teaching Reading in High School. p. 186-192 Robinson, H. Alan. Teaching Reading and Study Strategies. p. 136-156 Roe, Betty D., Barbara D. Stoodt, and Paul C. Burns. Reading Instruction in the Secondary School. p. 150-155 Shepherd, David L. Comprehensive High School Reading Methods. 2nd ed. p. 93-103 "Organizational Patterns" - source Harold Herber The Art of Doing Nothing District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) (continued)

State Goal

District Goal

Program Goal

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
3. Everyone who attends or has attended college harbors his own ideas about college loyalty. Since none of these notions is the last word on the subject, let me join voice to the chorus by offering a few thoughts. Loyalty to Alma Mater rests, I believe, upon three pillars of college life: (1) a sense of community, (2) affection, and (3) identification of self with college interests. 4. There are two attitudes, however, that sabotage the best efforts to encourage reading. One denies the value of reading by charging that books are divorced from life. The bookworm has always been an object of contempt. The other attitude contends that reading is thinking with someone else's head instead of one's own. And in these days of a "thinking man's cigarette," no one likes to admit that he cannot use his own mind. 5. To recognize and relate ideas as they are presented in speech, which flows and never stands, is doubly difficult. Yet there are certain characteristics of a classroom lecture which should aid the student in this task. First of all, the instructor usually announces by word, and sometimes by chalkboard diagram, the plan of his/her lecture. Make that the heading of your notes. Then, during the period, it is a customary professorial		District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources
practice to cover about a dozen points, more or less. This may be represented by any combination, from one or two major points with several important subpoints to a series of equal ideas. You may well become suspicious--either of your notes or of the lecture--when you jot down an eighteenth major point. You have "missed the boat" or the "prof" has run amuck mentally. Again, the teacher ordinarily marks off in some way the main divisions of the lecture. Sometimes these are enumerated in advance; sometimes in conclusion. When in the course of the presentation the teacher says: "Second," "third" and "finally," latch on to it. It is usually important.		

District Resources

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DEVELOPING COMPREHENSION SKILLS

ORGANIZATIONAL PATTERNS

DIRECTIONS: The author of the following article makes a variety of comparisons as he develops his point. Some of these comparisons are explicit, being directly stated; others are implicit, being only implied.

Listed below are twelve possible comparisons expressed by two words or phrases separated by a slanted line. The number in parentheses following each comparison refers to the paragraph in the article where the comparison might possibly be found.

Read the first comparison and then the paragraph identified for that comparison. If you believe the author made that comparison in the article at that location--either explicitly or implicitly--place a check on the numbered line. Do this for each of the twelve items.

____ 1. New career/old career (1)

____ 2. Empty/full (2)

____ 3. Active evil/inactive evil (2)

____ 4. Easy activity/difficult nothingness (3)

____ 5. Part-time/full-time (4)

____ 6. Listening/hearing (5)

____ 7. Expectations/reality (6)

____ 8. Something/nothing (7, 12)

____ 9. Advantages/disadvantages (12, 14)

____10. Acceptance/excuses (9, 13)

____11. Commitment/accommodation (14)

____12. Long-range/short-range (16)

THE ART OF DOING NOTHING*

1. Seven months ago, I quit a moderately well-paid, semi-respectable job as a newspaperman to embark on a new career: doing nothing.

2. Why did I choose nothing? Well, it voided a large fill in my life. I slowly had come to the conclusion that the world is in the terrible condition it is because people insist on doing things. Most of the things they insist on doing are awful, even if they don't seem that way in the beginning. Once it became clear that human activity is the enemy of all life, I was determined to see if it was feasible to stop doing doing. As I sat there thinking about it, I fell asleep. I knew then that I was ready.

* "Nothing Doing," by Lewis Grossberger, March 8, 1972. (c) 1972 by The New York Times Company. Reprinted by permission.

3. I had dabbled in doing nothing on weekends and after work (and often during work) and felt I was well qualified. I knew that sustaining nothing twenty four hours a day wouldn't be easy, but then nothing worth doing ever is. And if anything is worth doing, nothing is. I succeeded beyond my emptiest dreams. I achieved absolutely nothing, which of course is what I set out to do. I got so good at nothing, I can do it with my eyes open.

4. Henry Miller once said that the ability to do nothing demands courage and intelligence of a high order, and frankly, he was right. Anyone can do nothing for brief stretches, but full-time nothing is more demanding.

5. For one thing, your friends and relatives will find it puzzling. They ask you what you're doing and you tell them and they can't believe it. Their eyes narrow and they say things like, "Huh?" You can repeat it 40 times--I'm doing nothing, you see, nothing, as in zero, you know, like naught, zip, 0--and they stare at you and say, Aw, c'mon, what're ya really doin'?

Nothing.

Aw . . .

6. People will believe anything but nothing. They're not programmed for it. It blows all the circuits. They can comprehend your being a sex criminal or a heroin addict or a defector to Albania, perhaps, but nothing? Nothing doing. The trouble is we've all had this curious notion ingrained in us that we're supposed to be out accomplishing something. Our lives are supposed to add up to something. We're supposed to be something.

7. Hi, I'm gonna be a fireman when I grow up; what're you gonna be? Nothing.

8. Nothing? How can they form an image of you in their brains? My son the . . . nothing?

9. So then they say, "But whatta ya do all day? I mean how d'ya spend the day?" You can tell them but they won't believe you. They'll all believe you're leading some kind of shameful secret life.

10. Here is what I did all day. here is my official daily schedule for doing nothing:

1. Wake up.
2. Do nothing:

(The first step is not absolutely necessary.)

11. It's difficult to go into great detail. I mean it's not easy to elaborate on nothing and besides, each person must find his/her own path to nowhere. But I can say with some assurance that:

12. Doing nothing is good for you. It really is. Nothing has it all over the other kinds of thing, such as some. It's a lot more relaxing. It keeps you out of trouble (and off the streets). It's quiet. It's dignified. It doesn't eat away at your integrity, like something so often does. It cleans out your system and calms your nerves.

13. But the idea of it, for some reason, terrifies people. They grow grumpy and defensive. They say: Well, I couldn't do that; I'd vegetate. (Ever see an unhappy vegetable?) Well, it must get boring after a while. (What doesn't?) But I have a family to support. (Tough.) But if everyone did nothing, what would happen to the world? (Nothing.)

14. Another nice thing about doing nothing is that it has enabled me to compose double-negative sentences such as this one: I'm not doing nothing anymore. I've quit temporarily (there's this annoying money problem), but I know I can go back to it whenever I want, because once you learn nothing you always carry it with you.

15. What I'm doing now is writing about nothing. That's the next best thing to doing it.

16. I'm convinced that almost everyone would be better off if she or he tried nothing, even if only for a while. People who are doing nothing aren't fighting wars, cheating, lying, exploiting, yelling, oppressing or littering. They're just resting, mostly. The more you do nothing, the easier it gets. After a while, you'll find you don't even feel guilty about it. You'll feel perfectly at ease with nothing.

17. There's really nothing to it.
Lewis Grossberger is, that is to say, was--oh, skip it.

PART II

DIRECTIONS: Now that you have discussed the author's comparisons, react to the following statements. Think about how the author's information and ideas on this topic of "nothing" relate to your own ideas and experiences. Check those statements which seem to express those relationships. Be prepared to explain the bases for your choices.

____ 1. Doing nothing can be hard work and even harder to explain.

____ 2. Doing nothing is a great pastime and will keep you out of trouble.

____ 3. You must have a strong self-image to consciously choose nothing as your career.

____ 4. If you have to choose a thing, no is better than some.

____ 5. When tempted to do, don't.

____ 6. People do not accept what they cannot understand.

____ 7. People do not understand what they cannot accept.

____ 8. More problems are caused by action than inaction.

____ 9. Escapism is a way of life for busy people.

SMALL SCHOOLS PROJECT

SUBJECT: READING IN THE CONTENT AREAS

SPECIFIC AREA: COMPREHENSION

Interpretive

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. ideas, events, or actions may be implied rather than stated directly in a selection.	53	9-12					
. inferred details are those details which the author did not state directly, but which logically could have been included.'	57						
. that the main ideas, theme, or focus may not be stated in the selection.	47						
. an analogy is a comparison of two things that are related in some way.	59						
The student is able to:							
. understand the role of details in supporting a main idea.	45						
. identify an unstated main idea.	47						
. identify clues which support inferences.	43						
. infer cause and effect relationships.	61						
. draw conclusions and substantiate them with reference to the material read.	63						
. recognize relationships between analogous pairs.	59						
. infer meanings from figurative language.	55						
. make valid inferences about the author's attitude toward the subject of a selection or toward the audience.	43						
. relate previous learnings to new learnings.	53						
The student values:							
. the concepts and information gained from reading.							

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SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to make valid inferences about the author's attitude toward the subject of a selection or toward the audience. B. The student is able to identify clues which support inferences.

State Goal	1,9
District Goal	
Program Goal	6

Related Area(s) Journalism, Literal Comprehension: Main ideas

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: The Editorial Comment Group: individual, small group, class Materials: Editorial pages from several newspapers Procedure(s): . Explain to students that what an editorialist says about a subject may also give us clues to his/her attitude toward related issues. . Have students each read an editorial. . Have students list: (A) What is the main issue the author is discussing? (B) What is the author's attitude toward that issue? (C) Does the author express or imply his/her attitude toward related issues, groups, people? (D) What words or statements did you draw the above from? . In small groups students can get together and discuss their findings.		Seattle P. I., Seattle Times, Everett Herald Other newspapers or magazines District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows ideas, events or actions may be implied rather than stated directly in a selection. B. The student knows the main idea, theme or focus may not be stated in the selection. C. The student is able to identify an unstated main idea.

State Goal	1,9
District Goal	
Program Goal	1,2,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: What Would Happen and When?
Group size: individual, entire class
Materials: worksheet

Procedure(s):

- Select or write two short paragraphs that introduce an incident or story.
- Below the paragraphs list several sentences that may or may not have happened as a result of the story.
- The students then select which sentences could have happened in the story.
- Students then write the sentences on their worksheets in proper sequential order.

Example:

Only five seconds remained on the clock. How could Slick Watts shoot a basket? He dribbled low with his left hand and drove for the basket. Suddenly a huge hand loomed over the ball. A groan was heard in the stands for the game was over. Home fans consoled Slick and let him know they appreciated his effort. All he wanted to do was get to the showers.

Seattle won the game.
Seattle lost the game.
Slick made the basket.
Slick did not make the basket.
Seattle was ahead in the game.
Seattle was behind when five seconds remained on the clock.

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Suggested Monitoring Procedures

45

Suggested Resources

Books:

Reading and Thinking Skills 4
Continental Press, page 20

"Go", Scholastic Magazine Publications, 1974, Master 27
TV 2;88/6

Detecting the Sequence, Richard A. Boning, D. E. Barnell Loft, Ltd., Baldwin, N. Y., 1973.

District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources

District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows ideas, events or actions may be implied rather than stated directly in a selection. B. The student knows the main idea, theme or focus may not be stated in the selection. C. The student is able to identify an unstated main idea.

State Goal	1, 9
District Goal	
Program Goal	1,2,6

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Suggested Resources
Title: Main Ideas in Single Sentences Group size: individual, small group, entire class Materials: worksheet Procedure(s): . Explain that the following exercise was written to find the inferred main idea of a single sentence. . Have the students read the sentences carefully and by answering the questions, try to understand what the total sentence means. Is there an unstated main idea? 1. Kuru, or laughing sickness, afflicts only the fore tribe of eastern New Guinea and is 100% fatal. a. What does fatal mean? b. How many ideas are in the sentence? c. What are the ideas? d. What does afflict mean? e. What is the main idea of the sentence? 2. Medical records show a case of someone with thirteen fingers on each hand and twelve toes on each foot. a. How many ideas are in this sentence? b. What are the ideas? c. What is the main idea? 3. The most common disease is the common cold. a. What does common mean? b. What is the main idea? c. Are there any other ideas?		District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources
4. The most massive living thing on earth is a California Sequoia tree named General Sherman, standing 272 feet 4 inches tall. a. How many ideas are in the sentence? b. What are the ideas? c. Is this tree alive today? d. What does massive mean? 5. An hysterical 123 pound woman, Mrs. Maxwell Rogers, lifted one end of a 3,600 pound car which had slipped off a jack and fallen on her son. a. How many ideas? b. What is the main idea? c. Under what heading in the Book of World Records would you place this fact?		Books: Reading and Thinking Skills 4 Continental Press, page 20. "Co" , Scholastic Magazine Publications, 1974, Master 27 TV 2;88/6 Detecting the Sequence, Richard A. Boning, D. E. Barnell Loft, Ltd., Baldwin, N. Y., 1973. District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows ideas, events or actions may be implied rather than stated directly in a selection. B. The student is able to extend his/her interpretations through visual imagery.

Related Area(s) Drama, Creative Writing

State Goal	1.10
District Goal	
Program Goal	6,8

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Casting Director Group size: individual to entire class Materials: A large variety of magazines, particularly ones with pictures of people, pencils, blank newsprint paper, crayons. "How to Draw" books relating to drawing faces and people will be helpful Procedure(s): . Explain to the class that characterization is an important element in writing. Discuss the fact that the way the author presents a character, and the way that we as readers visualize that character affect our appreciation of the story, as well as our attitude toward a particular character. . Relate this lesson to a novel that has been read by the entire group, or to a short story, or simply to a short selection which involves character description. . After the students have read the selection, ask them to consider how this selection might be made into a play or movie. . Explain to them what a casting directors job is, and have them imagine themselves as the casting director involved in this movie production.		District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
. Have the students locate pictures of people who would "look the part" of two or three characters in the story. If they prefer, have them do s sketches of those people who they think look the most like they visualized those characters. . After students have collected their characters, arrange them according to who they are (i.e., all the pictures of one character together and so on). . Allow the class to circulate, compare, and judge each other's choices, and then discuss the merits and/or justifications from the text for their choices.		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to predict the outcome of a selection.

B. The student is able to draw conclusions and substantiate them with reference to the material read.

State Goal	1,8,10
District Goal	
Program Goal	2,8

Related Area(s)

Suggested Activities: Grade(s) 9 - 12	Suggested Monitoring Procedures	Suggested Resources
Title: Predicting the outcome Group Size: Individual or entire class Materials: Any short story or situation with a likely outcome Procedure(s): . Read a short story or situation to the class or have individuals read the story to themselves Example: In the 1950's, a Florida woman freed a pair of her pet birds. These birds were starlings, a native of Europe. The starlings have a very general diet, are aggressive towards other birds, and are very wary of man. The starling is a hearty bird and is well adapted to survival. It not only competes with native birds for food, some of which have very specialized diets, but actually attacks some of our native birds in order to take over their nests. The Starling also breeds at a very rapid rate and it is common for a pair of these birds to have five or more groups of young each year. By the early 1970's, America was beginning to learn about this bird. By then, huge flocks of starlings were plagueing the southeastern U. S. They not only would strip crops in a matter of hours, but in route to their feeding and nesting grounds they dropped large quantities of waste. It got so bad in some areas that it became impossible to hand clothes out to dry as the birds would soil them. Furthermore, the waste was so strong that it killed the trees in their nesting areas, not to mention the fact that it damaged paint on automobiles. The	Check student responses that are written out. Open discussion.	Any short story or made up situation with a predictable outcome. Practice Book Encore Houghton Mifflin Page 81, 87, 56, 60 Practice Book Accents Houghton Mifflin Page 69, 42, 45 District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources
Starling eventually had to be attacked by the U. S. Army. . Following the reading have a class discussion on how the story or situation might be resolved. . Ask the students: 1. Given this phenomenon, how would you predict the outcome of this selection - situation? 2. What does the future hold for many of our less aggressive native birds? What possible solutions could there be for this problem? 3. What lessons can we learn from this Florida woman's "good intentions?" Variation: Have students write their own ending to the story. Following the writing have students read their endings and compare them.		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows ideas, events or actions may be implied rather than stated directly in a selection. B. The student is able to relate previous learnings to new learnings.

State Goal	1,8,10
District Goal	
Program Goal	1,2,6

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Comparing the familiar to the unfamiliar Group size: individual, entire class Materials: handout/discription of something unfamiliar or an Encyclopedia, Book O and C Procedure(s): . Give students a thorough description of an unfamiliar animal, event, object, etc. . Have students compare the unfamiliar animal or object with a common familiar one. This can be done on paper or as a group discussion activity. Example: The ocelot is a cat which is a native American. This is how our encyclopedia describes it: Size, Color, range, food, young, etc. . Compare this native American cat with the ordinary housecat. . Compare this native American cat with a bobcat. . What are the similarities between these creatures? . What are the differences between these creatures? . What do you know about the keeping of wild animals? . Would the ocelot make a good house pet? Why?		District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources

District Resources

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SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows ideas, events, or actions may be implied rather than stated directly in a selection. B. The student is able to infer meaning from figurative language.

State Goal	1,10
District Goal	
Program Goal	6

Related Area(s) Creative Writing

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: "Figurative Language Banned" Group: Class Materials: Pencils, paper, ditto with definitions of different types of figurative language (see 'Resources'); ditto with examples of several types of figurative language Procedure(s): . Give the students a ditto with definitions of the types of figurative language you want to deal with. Examples: Simile Metaphor Idioms Personification Hyperbole . Have the class go over definitions orally. . Then give the students a second worksheet, which contains several examples of figurative language: Examples: 1. I've told you a million times not to do that! 2. The parliament was at odds with the crown. 3. Love is blind 4. The lake was like glass when we reached it that morning. 5. You, pig, Evelyn, how can you stand to live in this mess? 6. Mother yelled, "You kids are driving me up the wall!"	Monitor student responses.	Appendix - Expressions and Language Construction Practice Book Encore Houghton Mifflin Pages 49, 50, 90, 92, 93, 94 Practice Book Accents Houghton Mifflin Pages 79, 82, 95, 109, 110, 108 District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
. During class discussion, using the handout on definitions, students identify which type of figure of speech each sentence represents: Examples: 1. I've told you a million times.... Hyperbole 2. The parliament was at odds with the crown. Synecdoche 3. Love is blind Personification . Continuing class discussion, have students analyze and support their answers (referring again to the definition sheet). Example #4 is simile because it compares the lake to glass and uses "like" in that comparison. . Final step is for students to re-write each sentence as though figures of speech are banned from our language, but retaining the original meaning of each. Example: The lake was smooth and flat when we reached it that morning.		District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows inferred details are those details which the author did not state directly but which logically could have been included. B. The student is able to identify the clues upon which inferences are based.

State Goal	1,9
District Goal	
Program Goal	2,6,7

Related Area(s)

Suggested Activities: Grade(s 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Inferring Character Traits and Actions Group Size: entire class Materials: paragraphs Procedure(s): . Have the student read a story in order to acquaint him/her with a certain character. . Compose fictitious circumstances in which students project what the characters might do. Examples: A telegram has announced the forthcoming arrival of your character's mother-in-law, whom her husband dislikes. What will he/she do to cope with the situation? The doctor has said your character has a terminal illness. How will he react to the news? The character has just won a million dollars in a sweepstakes. How will he/she spend it?	After having read the story, the students write how the character would react in fictitious circumstances.	District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

District Resources

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SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows an analogy is a comparison of two things that are related in some way. B. The student is able to recognize relationships between analagous pairs.

State Goal	1,9,10
District Goal	
Program Goal	6,8

Related Area(s) _____

Suggested Activities. Grade(s) 9-12

Title: Eat is to Food as Drink is to Water
Group: Small groups and entire class
Materials: Pencil and Paper

Procedure:

. Provide the students with examples of two related categories by making headings on the chalkboard:

Example: Game Apparatus Used

. Get the students started by filling in the first analagous pair of words:

Example : Game croquet — Apparatus mallet

. For this particular list, have them stay away from using "balls" as their "apparatus"

Example:

Game	Apparatus
croquet	mallet
golf	clubs (irons, woods)
tennis	racket
baseball	bat
poker	cards
ping-pong	paddle

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Suggested Monitoring Procedures

To monitor these skills combine each of the 4 stages in a short review quiz

Part A

Vehicle — Method of Transport

Part B

What is the relationship between:
1. Angry - Pleased
2. Horse - Foal
3. Fish - swim

Part C

Write an analagous pair to each of the following:
1. Horses are to hay as ___ is to _____.
2. Tall is to Giraffe as ____ is to _____.
3. Fine is to violation as _____ is to _____.

Part D

Matching of multiple choice
1. Grey is to elephant as
   a. white is to blue
   b. spots are to pinto
   c. striped is to tiger

Possible Resources

Encore Practice Book
Houghton Mifflin
pages. 97, 99

Accents Practice Book
Houghton Mifflin
pages 111, 112

District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
. In the second part of the lesson have the students work in small groups to determine the relationships between the word pairs: Example: 1. horse ... stable 2. lamp ... light 3. bathtub ... bathe 4. ear ... hear Possible answers: 1. animal and its house 2. object and its purpose or use 3. place and what you do there 4. body part and it's function . In the third stage of this exercise have student think up new pairs of words which have the same relationships as each of the ones you have supplied them with: Example: horse...stable as canary...cage . In the final stage of the exercise give the student an analagous pair and ask him/her to match it with one of three other pairs Example: 1. Finger is to hand as a. eye is to see b. nose is to mouth c. hair is to head 2. Smile is to happy as a. tears is to eyes b. cry is to sad c. sad is to lonely		District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to infer cause and effect relationships.

B. The student is able to identify the clues upon which inferences are based.

State Goal	1.10
District Goal	
Program Goal	6.8

Related Area(s) Life in general

Suggested Activities: Grade(s) 9 - 12	Suggested Monitoring Procedures	Possible Resources
Title: Infering Cause & Effect Group Size: Individual or entire class Procedure: Have students read a selection Example: One day a garage catches fire. When the police and fire trucks arrive, there is nobody to be seen. The fire is put out, and the investigation shows that the only things inside are: 1. the remains of a plastic toy truck 2. two plastic cups 3. a havanna cigar in a large jar 4. a can of solvent 5. a box of stick matches Have students describe what they think was the cause of the fire. What made them think that? How difficult will it be to determine the specific cause of the fire? What do they think will be the outcome of this situation? (will the cause of the fire be solved and why?)	Check student responses that are written out. Discussion.	Accent - Houghton Mifflin Practice Book, pages 62, 60 District Resources

Suggested Activities: Grade(s) 9-10	Suggested Monitoring Procedures	Possible Resources
Title: Cause, Cause, Give me a Cause Group size: entire class Materials: Short story, worksheet Procedures(s): . Have students scan the same short story. . Hand out a worksheet giving effects mentioned in the story. . Have the students provide the corresponding causes written in the story. . Example: Cause (student) — Effect (worksheet) He was rude. — She was crushed. They were noisy. — The baby cried.	Check student responses.	Thoughtvault Level 14, S. G. 11, 12, 127 Teacher's Resource Books 71, 123, 182, Dup. M. 11. The Economy Company, The Young America, Skillbook Level 15, page 5 Be a Better Reader, Book II Nila Banton Smith, page 91, T. E. Practice Book Encore Houghton Mifflin pages 53 Practice Book Accents pages 62 District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to draw conclusions and generalize to new situations. B. The student is able to relate previous learnings to new learnings.

State Goal 1,8

District Goal

Program Goal 6,7

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Suggested Resources
Title: True in All Cases Group size: Individual, entire class Materials: Short stories, paragraphs, etc. Procedure(s): . Define and explain generalizations: Generalizations are broad statements that assign certain characteristics to a group of people, things, or situations. . To decide whether or not a statement is a generalization, ask yourself these questions: Does the statement try to make you think that if it is true in one case, it is true in all cases? Does the statement refer to a group of people, things or situations? All men are very poor writers. This is a generalization because a characteristic is assigned to a group of people. This man is a very poor writer. This is not a generalization because it is about a characteristic of one particular individual! . From the student or teacher prepared materials (paragraphs, short stories, etc.), each student will write generalizations. He/she should be prepared to tell why it is a generalization. . Variation: Type all of the students' generalizations on a worksheet. Have the students		Datalog, The Economy Company, s.g. 196, page 102 Encore Practice Book Houghton Mifflin P. 56, 60 Accents Practice Book P. 42, 45 District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources
indicate whether it is or is not a generalization and why. . Have the students draw pictures on a transparency, (cartoons), accompanied by the generalization. Then each student can show his/her picture to the class on the overhead projector. Title: Can I Assume Then? Group Size: Small group to class Materials: Pencil, paper, teacher generated handout Procedure .Give students a worksheet which relates a scientific reaction or condition. Example: I have a container and I pour water into it. The container does not leak. I pour the water out. Which of the following would be a true statement? a. I cannot make this cup catch fire. b. I can now pour apple cider in the cup and it will not leak. c. This cup will hold 1½ cups of water without leaking.		Accents - Practic Book for Houghton Mifflin pages 42 - 45 Encore pages 56 - 60. District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student is able to draw conclusions and generalize to new situations. B. The student is able to predict the outcome of a selection.

State Goal	1,10
District Goal	
Program Goal	6

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Not this again! **Group size:** small group to entire class **Materials:** pencils, paper, a teacher generated handout Procedure: . Explain to students that we often generalize what we know of situations or people in order to function and survive in new situations. . Have students read a selection which includes a past event and a new situation. . Student will choose from three possible reactions to the new situation. (see sample selection) . Students are then asked to put down in one sentence what generalization the character made that influenced his/her actions in the new situation. **Example:** "All hitchhikers are potential murderers." "Three weeks ago Caroline's sister was brutally killed by a stranger she had given a ride to. She had remained conscious, after she was found, long enough to explain how she had stopped her car to pick up the stranger and he had pulled a knife on her." Caroline is driving to L. A. to visit a friend in order to 'forget' for awhile. She passes a young man hitchhiking. Caroline (a) panics and drives off the bank. (b) speeds up and goes by the hitchhiker. (c) Pulls over and gives the man a ride.		Accents - Houghton Mifflin Practice Book pages 42 - 45 District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: READING

SPECIFIC AREA: COMPREHENSION

Interpretive: Elements of Literature

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. the elements of a story include plot, character and setting.	69	9-12					
. the plot of a story presents a problem or conflict that is usually resolved.							
. the sequence of incidents of a plot may be interrupted by flashbacks, subplots, prologues, parallel episodes and similar devices.	75						
. introduction establishes mood and setting.	69						
. character creation gives realism to characters and establishes character motivation.	77						
. most literature is written from the point of view of first person (I), or third person (he, she, they).	31						
. theme is the author's central thought in a selection which may involve several ideas.	83						
. that the setting consists of time and place.							
. mood refers to the atmosphere of the selection and is described in terms of human emotions and words with other elements to give shape to a whole pattern.							
The student is able to:							
. determine motivation of characters by drawing inferences from the various ways in which an author may reveal character, e.g., by what character says, by what the author tells the reader, by how others interact with the character.	77 85						
. state the conflict or problem in a story or play.							
. explain how the problem (conflict) in a short story or play is resolved.	69						
. identify specific words or phrases which suggest a mood.							
. identify the point of view in a story, i.e., first person narrator, third person omniscient author.	31						
. identify any obvious symbolism.	91						
. identify the setting and general atmosphere or mood produced by the setting.	69						
The student values:							
. literature as a source of insight into oneself as well as a means of identifying with the problems and emotions of others.	85						

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the elements of a story include plot, character and setting. B. The student is able to state the conflict or problem in a story or play. C. The student is able to identify the setting and general atmosphere or mood produced by the setting.

State Goal	9
District Goal	
Program Goal	6,8

Related Area(s) _____

Suggested Activities: Grade(s) 9-10	Suggested Monitoring Procedures	Possible Resources
Title: Story Similarities Group Size: Small group, entire class Materials: Literature Anthology Procedure(s): . Divide students into teams of three members each. . Assign each team a different short story to read. . Have each team member analyze one element of the story (plot, characters, setting). . As a team, have students discuss each element of their story, then write their responses and submit them to the teacher. . Responses are written on the chalkboard. . Elements of plot, character and setting for each story are discussed by the entire class.	After discussion teacher and class should decide if each group clearly identified elements of plot, characters and setting for their story.	Teacher's Guide "Walking In My Shoes", by Prentice Hall "The Interlopers", Saki District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the plot of the story presents a problem or conflict that is usually resolved. B. The student is able to explain how the problem (conflict) in a short story or play is resolved.

State Goal 9

District Goal

Program Goal 3,4,6

Related Area(s)

Suggested Activities: Grade(s) 10-11	Suggested Monitoring Procedures	Possible Resources
Title: The "Dilatory Approach" Group size: small group, entire class Materials: short stories, scripts Procedure(s): . Several conflicts between two people are reduced to a series of cause and effect responses (see sample). Two students are to play the characters in conflict. . The teacher describes the characters, then each begins to read his/her part. After each exchange, the teacher asks observers if this is the point at which a settlement of the problem is inevitable. Why? Why not? What else could happen to defer it? . When the conflict is reached, students discuss why the "options" have run out, what must now happen (possible resolutions), and which resolution would be most suitable. . Introduce terms climax and resolution. . Students read a short story such as, "So Much Unfairness of Things." They should (a) list the events that build tension in the story (b) determine the point at which the action must be settled by a decisive event and (c) describe the resolution (and whether it is satisfactory). Sample Conflict Script Teacher - a brother, sister, one year apart in age (he is 13, she is 14) were watching TV. He - I turned on the baseball game at 8:30 p.m. There was nothing else on, and I was bored.	Give students conflicts on problems from several stories, and have them identify the stories.	Short stories, Anthologies District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
She - Nothing else on! I had been waiting all week to watch a beauty pageant at 9:00. At that time, I walked into the room and switched channels. He - I calmly got up and switched back to the ball game. She - As soon as he sat down, I switched back to the ball gowns. He - I said, "Look, I was here first, and you turn it back right now!" She - I said, "No way! I'm watching this!" He - I hit her on the shoulder and then reached past her for the dial, turning my back to her. She - I grabbed a pillow, and yelled, "Don't touch that dial!" (This is the climax.) How could this conflict be resolved? Mother or Father enters room and removes TV cord from TV, and tells children to resolve their differences and watch TV quietly, or not watch it at all, then what? (Partial resolution)		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The students know the plot of a story presents a problem or conflict that is usually resolved. B. The student is able to explain how the problem (conflict) in a short story or play is resolved. C. The student is able to identify the climax or turning point of the story.

Related Area(s) _____

State Goal	1,9
District Goal	
Program Goal	4,6,

Suggested Activities: Grade(s) 10-12	Suggested Monitoring Procedures	Possible Resources
Title: Lesson in Conflict Group size: entire class Materials: worksheet of songs and poems Procedure(s): . Select several students for role playing in a situation which creates conflict. Example: John and Mary are going together and it is assumed that they will go to the Spring dance together. A new boy in school, Bob, likes Mary and asks her to go to the dance with him. Mary wants to go with him but doesn't want to hurt John. . After role playing, discuss the problem. What is the problem? Who has the problem? In what ways can it be solved? . After discussion, tell students that in all forms of literature conflict is a major element. Use well known songs and poems which are familiar to most students and ask them to find the conflict. Find who it belongs to and the way it was resolved. . Determine the actions that lead to the climax. . Once students begin working with conflict, and are able to distinguish between the different types of conflict, have them discover where the turning point of the conflict lies in stories they read. (At what point is there a resolution to the problem?)	Have individual students find a poem or song of their choice, identify the conflict, tell who it is, and how it was resolved	Langston Hughes, "Thank You, M'am" Sir Arthur Doyle, "The Adventure of the Speckled Band" Saki, "The Interlopers" Maupassant, "The Necklace"
		District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) **The student knows the sequence of incidents of a plot may be interrupted by flashbacks, subplots, prologues, parallel episodes, foreshadowing, irony, and similar devices.**

State Goal	9
District Goal	-
Program Goal	4,6,8

Related Area(s) _____

Suggested Activities: Grade(s) 10 - 12	Suggested Monitoring Procedures	Possible Resources
Title: A Closer Look At Scrooge Group Size: entire class. Materials: scripts for class of The Christmas Carol Procedure(s): . Assign parts of the play to all the students in class. . Flashbacks: when reaching the part where the ghost enters, stop reading and discuss flashback: 1. What is its purpose? 2. What does it reveal that readers wouldn't know at the beginning of the story? . Subplots: when reaching the part where the ghost looks in on past events, stop again and discuss these scenes as subplots connected to the main plot: 1. What takes place in the subplots? 2. How are the subplots related to the main story? . Parallel episodes: after reading the complete play, discuss how Scrooge's life story is told at the same time that Cratchet's life story is told (both stories going on within one play).	Quiz on The Christmas Carol in which the students must relate examples of flashback and state use of. Relate examples of subplots and state the use of. Relate examples of parallelism and the use of.	Teacher's Resource Guide for Insights, Reading Skills Activity Sheets. McGraw-Hill Act. Sheet 10 - Sequence Act. Sheet 11 - Cause & Effect "The Outsiders", Carson McCullers, "Sucker", Whit Burnett, "Sherrel", Issac Babel, "The Story of My Dovecot", Saki, "The Interlopers", Ray Bradbury, "The Vacation" Walt Whitman, "When I Heard the Rearn'd Astronomer", Edna St. V. Millay, "Apostrophe to Men". District Resources
Title: Storytelling Group Size: Entire class Materials: Story to relate to class Procedure(s): . Tell a story to the class using at least two examples of flashbacks. . After the story is finished, ask students to tell where flashback was used, and what it did for the story.	Teacher could have students do part two on paper to turn in for measurement of how well they grasp the concept of flashback and its use in literature.	

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows character creation gives realism to characters and establishes character notivation. B. The student is able to determine motivation of characters by drawing inferences from the various ways in which an author may reveal character, e.g., by what the character says, by what the author tells the reader, by how others interact with the character.

Related Area(s) _____

State Goal	9
District Goal	
Program Goal	4,6,8

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Who Is It? Group Size: entire class Materials: paper, pencil Procedure(s): . Have student write five actions he/she claims his/her character has taken. One should be easy to believe from a person with his/her background and personality, the second more outlandish, the third on the edge of impossibility, fourth a mildly implausible one, and finally a total impossibility. (See sentence #2 in example.) Numbers five, four and possibly three should be lies. Arrange them in order. Example: Description of a model student, age 14 1. I read an entire book at one sitting. 2. I stayed up an entire night studying for a test, without any sleep. 3. I wrote two 100-page papers. 4. I never missed a class in sixteen yearsof school. 5. I have written six unpublished novels about the settlement of Mars, and have published one about the antebellum South. . In small groups, each student reads his/her description aloud for class discussion. . The actions are read aloud with group members trying to determine the truth of them. . After the group concludes, each student will privately write down a response to "What kinds of observations enable some students to guess correctly"? . Teacher presents an information sheet stressing that: 1. The more detail we know of a character, the more	Read a character-oriented story, such as Shirley Jackson's Charles having students note, in retrospect, the elements of Laurie's behavior that make Charles a believable extension of Laurie.	Nikki Giovanni, "Nikki Rosa" Zoe Sherburne, "From Mother With Love" Flack, Ambrose, "The Strangers that Came to Town" "Romeo and Juliet" "Westside Story" Movie - :The Cherry Tale" "John Baker's Last Rose" Day and a Life of Bonnie Consolo "Johnny Lingo and the Eight Cow Bride" District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources
real our concept of him/her can be. 2. The more we know of a character and his/her mieliu, the better we can evaluate the believability of his/her feelings and actions. 3. A variety of character details help us "know" characters -- appearances, physical habits, typical behaviors, friends, outsiders' observations, etc. 4. Characters, <u>like your friends</u>, can be "known" and assessed on a similar basis. <u>Title:</u> Story <u>Group size:</u> entire class or small groups <u>Materials:</u> text or worksheet containing "Gift of the Magi" by O'Henry. <u>Procedure(s):</u> . Read story. . Discuss: reasons for Della's haircut, reasons for Jim selling his watch, how Jim reacts when he sees Della and why he is at a loss, how Della reacts when she sees the present Jim bought for her, their mutual decision concerning their gifts. . Have students refer to sections of the story that demonstrate character motivation, realism and ways in which the writer reveals the character of the individuals.	Have student enumerate other examples of stories and poems they have read where the author reveals character in specific ways.	District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 -12

Student Learning Objective(s) A. The student knows character creation gives realism to characters and establishes character motivation. B. The student is able to determine motivation characters by drawing inferences from the various ways in which an author may reveal character e. g. by what character says, by what the author tells the reader, by how others interact with the character.

State Goal	1,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 10 - 12	Suggested Monitoring Procedures	Possible Resources
Title: Developing a Character Group size: entire class Materials: notebook, magazines, scissors, glue, art paper Procedure(s): . As the class reads a novel, have them keep a chapter by chapter account of two or three main characters. . At the end of each chapter, discuss orally with the class the various things the different students had written about the various characters. Also discuss the way in which the author revealed the character through dialogue, actions, appearances; how other characters saw them; how they saw themselves. . At the end of the novel the students could determine if the character changed or grew, and if so, shy. Variation(s): . As the students read the novel, set a certain amount of time aside each week for them to make a collage on a character of their choice, adding to it each week until the unit on a particular novel was finished. . Reserve a bulletin board for characterization of a unit novel. . Divide it into sections (one section for each main character) and assign students to a particular chore. . Assign each student to find words and phrases from newspaper or magazine that applies to the character he is assigned. . Rotate the students with the characters as you	Checking notebook periodically would determine if students were able to define the characters correctly and completely.	Books: The Pigman, Paul Zindell The Outsiders, S. E. Hinton The Witch of Blackbird Pond, Elizabeth Speir Escape From Warsaw Dinky Hooker Shoots Smack That Was Then This is Now Seven Alone "The Red Pony", Steinbeck "The Verger", Maugham "Jacob", Schaefer "Thank You, M'am", L. Hughes "Peter Two", Shaw District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
progress through the novel so that each student has had a chance to work on each character. Title: Know Your Neighbors Group size: small groups (six to eight in each) Materials: paper, pencil Procedure(s): . Students are given a list of their group members and instructed to do the following in silence (emphasizing realism, but avoiding criticism). . Select any member of your group as a subject, but keep who a secret. Write a bit of a story that contains a description of the personality and characteristics of your subject. The rest of your group will need to guess who this is, so be obvious only near the end. . Have the student read his/her description to the other students in the class. See if they can guess who the person is you are describing.	Observe how well individual students can judge character traits.	District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that most literature is written from the point of view of first person (I), or third person (he,she,they). B. The student is able to identify the point of view in a story, i.e., first person narrator, third person omniscient author.

State Goal	9
District Goal	
Program Goal	4,6,8

Related Area(s)

Suggested Activities: Grade(s) 10-12	Suggested Monitoring Procedures	Possible Resources
Title: Whose Point of View? Group size: entire class Materials: three students, suitable short story Procedure(s): . Arrange privately for three students to present a staged "argument", during class, over a typical school situation. For example, two students might threaten to fight over a hallway collision for which each blames the other. . Either as a surprise, or as open role playing, have each give his/her version of events. See that each expresses an opinion forcefully,but omits elements favorable to his/her antagonist. . Have students try to determine who is right in the dispute. . Have a third student (acting as an omniscient narrator) give a full unbiased version of the collision. . Evaluate the stories with the class to determine which is most trustworthy, and the flaws in the two students' stories. . Present briefly, a worksheet defining the term point of view, and giving the limitations of first person narratives. . Assign a short story (such as "A Man of Peace" by Lawrence Williams), trying to get the class to realize the author's point of view,and the effect this has on the reader.	Assign several stories and have students identify point of view.	Books: The Pigman, Paul Zindell The Outsiders, S. E. Hinton Stories: Buck Franshaw's Funeral, Mark Twain "Chickamauga", Bierce "The Landlady", Dahl "The Cask of Amontillado", Poe District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
. Assign a paragraph, describing the hero of the story from the point of view of the villian. Note the changes this would have brought to the reader's attitude at story's end. Variation(s): . A standard question asking students to identify the narrator's point of view can be included in the assignments relating to stories that are used to teach other story elements. Title: Who Is Telling The Story? Group size: small group, entire class Materials: your choice; chalkboard, tagboard, overhead projector and tape recorder Procedure(s): . First Day-First Person: Students tell the story of Red Riding Hood (or any fairy tale) as though they were Red Riding Hood, and teacher records their responses on chalkboard or tagboard. . Each student can be given a line so that the story can be recorded on tape. . It is recommended students go over their written story and underline pronouns used. . Second Day-Third Person: Using the same story, have students tell the same tale from the point of view of an observer (reporter, best friend). . Each student can be given a line so that the story can be recorded on tape. . Discuss how the pronoun used in the story varies from first to third person. Variation(s): . Teacher could record both stories on tape. Ask class to distinguish who is telling the story in each case, and how pronouns are used in each story. . In small groups, or in pairs, have students interview each other, one being reporter, and one a character in a story. Show first and third person together.		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows theme is the author's central thought in a selection which may involve several ideas.

State Goal 1,9

District Goal

Program Goal 4,6

Related Area(s)

Suggested Activities: Grade(s) 9-10	Suggested Monitoring Procedures	Possible Resources
Title: Identifying Theme **Group Size:** entire class **Materials:** pictures from magazines **Procedure(s):** . Show the class pictures on the same theme (e.g.,the seasons, beauty of nature, the family) to show how the same idea can be interpreted in a variety of ways. . Then, without mentioning specific themes, present pictures to the class and ask students to think of appropriate themes. . When reading a unit novel, have students make a collage which expresses the various ideas of the theme. **Title:** Can You Top This? **Group Size:** small groups **Materials:** magazines and newspapers **Procedure(s):** . Divide the class into small groups and have each group complete a list of jokes relating to the same theme. . Select a representative to deliver the jokes to the class. . Class members then try to guess the common theme of each series of jokes.	Individual collages should be good measurement of understanding theme.	Don Marquis, "The Lesson of the Moth" John Ciardi, "In Place of a Curs Witter Bynner, "Grass-Tops" Larry Rubin, "Outdistanced" American Indians, "The Eagle's Song" Carl Sandburg, "A Father Sees A Son Nearing Manhood" Yevgeny Yevtushenko, "Lies" District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Name That Theme Group Size: entire class Materials: assignments from TV watching Procedure(s): . Have students come to an agreement about watching the same weekly television shows such as "Rhoda," "Good Times," "Happy Days," "Welcome Back Kotter." These shows usually cover a separate story each week, yet a single theme moves through each episode. . Hold a class discussion on the programs and themes. . Have students watch two or three programs and list the theme of each for discussion in class.	After discussion give short quiz to see how closely everyone listened during discussion.	Books: Shelley's "Ozymandias" on impermanence. Yeats' "Easter, 1916" on futility Robinson's "Cliff Clingenhagen" on humility. Owen's "Dulce et Decorum Est" on naivete. more short poems Irwin Shaw, "Peter Two" Sophocles, "Antigone"
Title: Theme Librarian Group Size: small group Materials: poems with a variety of themes Procedure(s): . An explanation of the placement criteria of the Dewey Decimal System is briefly given. . Students are given a packet of poems on varied themes They are to categorize the poems by the main idea that the poem expresses or discusses. The categories are alphabeticized. . At the chalkboard, teacher collates responses to determine if themes are similar. The concept of theme is explained. . Given theme categories in a Dewey-like "system", students are turned loose in the library to find poems that fit into each category.	Ask students to identify and discuss themes as other forms of literature are covered.	District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to determine motivation of characters by drawing inferences from the various ways in which an author may reveal character, e.g., by what character says, by what the author tells the reader, by how others interact with the character. B. The student values literature as a source of insight into oneself as well as a means of identifying with the problems and emotions of others.

State Goal	1,9
District Goal	
Program Goal	6,8

Related Area(s) _____

Suggested Activities: Grade(s) 9-12

Title: Which Book Did You Like?
Group size: entire class
Materials: tagboard, pen

Procedure(s):

- Post a chart on bulletin board with four categories: Book, Name, Reader, other Readers and Responses. (see example).
- Monitor the responses of students to see which books are successful.
- Have a class discussion to determine why students enjoyed certain books more than others.

Example:
(or, THIS BOOK MADE ME LAUGH OUT LOUD)
(or, THIS BOOK MADE ME CRY A WHOLE BOX OF KLEENEX)
(or, THIS BOOK SCARED THE PUDDING OUT OF ME)
(or, THIS BOOK IS BETTER THAN FICTION)

MY FAVORITE BOOK

Book Name	Name of Reader	Names of Other Readers	Remarks

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to state the conflict or problem in a story or play. B. The student knows the plot of a story presents a problem or conflict that is usually resolved.

State Goal 1,9

District Goal

Program Goal 6,8

Related Area(s)

Suggested Activities: Grade(s) 9-10	Suggested Monitoring Procedures	Possible Resources
Title: Identify the Conflict Group Size: entire class Materials: chart with pictures Procedure(s): . Display a wall chart that shows people in various conflicts. . Pick a certain picture and ask students to elaborate on what might have led up to the moment of conflict. . Select certain pictures and assign a group of students to act out an event which leads up to the picture. . Have students decide from pictures on the chart what type of conflict is in the picture. Title: What Type of Conflict Group Size: entire class Materials: cards with the types of conflict on each Procedure(s): . Divide class into groups and give each group a card. . Have the students roll play the conflict on the card and have the rest of the class guess the type of conflict. Example of types of conflicts: man vs. man man vs. nature man vs. himself	Observation of students to determine if they can meet the objective	Teacher's Guide, "Walking In My Shoes", by Prentice Hall. "To Build A Fire", London "Anteaus", Deal "The Story of My Dovecat", Babel District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Role Playing Involving Conflict Group Size: entire class Materials: scripts or presented situation for role players Procedure(s): . Select students for role playing. Mother sister (age 17) Father brother (age 16) . . Both want to use the family car Friday night so an argument breaks out. . Stop the scene and discuss the situation with the class. Let them determine what the problem is and who has the problem. In this case, both the brother and sister have a problem (man vs. man). Title: Can He Win? (Conflict-Man vs. Man) Group Size: entire class Materials: story "The Wolverine" Procedure(s): . Read first half of story to class. . Stop and discuss what keeps the character from reaching his/her goal. . What is the problem? . How does it differ from other conflicts (man vs. man)? . How might the conflict be resolved? . Have students write an ending for the story in which the character resolves his/her conflict with nature. . Read the end of the story to the students so they can compare their story with the author's.		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to identify the point of view in a story, i.e., first person narrator, third person omniscient author.

State Goal 9

District Goal

Program Goal 3,4,6,

Related Area(s)

Suggested Activities: Grade(s) 9 - 10	Suggested Monitoring Procedures	Possible Resources
Title: Point of View Group Size: pairs, entire class Materials: worksheet with two paragraphs (one in first person, one written in third person) Procedure(s): . Have two students sit facing each other in front of the class. The rest of the students in the class act as the audience. . One student reads a paragraph containing a brief dialogue. Example: Mr. Clark said, "I want to buy this canary for my son's birthday." (first person narrator) . Other student paraphrases the words of Mr. Clark: "Mr. Clark said he wanted to get a pet canary for his son." (third person omniscient author) . The audience then discusses the differences in the way the paragraphs were stated. (one in first person, one in third person) . Following this, students in the class may form pairs to repeat the activity. . One student relates something in the first person, the other student paraphrases it in the third person. Variation: . Use the paragraph written in third person. Have students paraphrase it in first person.	Look at several stories students have read. Look for pronoun clues of first person.	Resource Book For Time Touchers Windchange Dreamstalkers, Harris, Matteoni, Anderson Economy Company, pp. 223, 225 "Sherrel", Burnett "Interlopers", Saki District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to identify any obvious symbolism.

State Goal 1,9

District Goal

Program Goal 6,8

Related Area(s) Social Studies (totalitarian regimes)

Suggested Activities: Grade(s) 10-12	Suggested Monitoring Procedures	Possible Resources
Title: Note That Symbolism Group Size: small group, entire class Materials: worksheet Procedure(s): . Give each student a worksheet containing the samples given below. . Regarding sample one, the class is asked what the man is expressing about himself (intelligence, partriotism, eminence), even before he begins speaking. . Students are then asked how they know these things. The concepts of symbol and referent are introduced. . They are then asked what any of these things really have to do with the speaker. The concepts of connotation, denotation and inference are introduced. . In small groups, sample two is analyzed to determine what the symbols are and what they are intended to do. . Sample three describes the different connotations the underlined words take on when Senator Cope's title is changed to Commissar Cope. . A follow-up quiz over the ner terms is advised. Variation: . Given a list of words with radically different denotative and connotative meanings, students may write sentences which express both values of the sample.	Tape a radio personality and have students identify use of obvious symbolism.	Encore, Houghton-Mifflin Recognizing an Author's use of Symbolism "Navaho Rain" Encore text District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources
Example: rat 1. The rat scurried into its hole. 2. Jimmy Wilson is a no-good stinking rat! Sample One: (symbolic words underlined) A man walks onto a stage. He is wearing a scholar's cap and gown. He is at a lectern bearing an image of Abraham Lincoln. The stage is festooned with red, white and blue banners. Forty-foot portraits of George Washington and an American Revolutionary guerrilla flank the stage. A giant American flag covers the entire wall of the stage. Sample Two: A man is addressing the nation on television. His speech is designed to reassure people that he is wise, frank and honest. He sits at a massive, elegant desk. Rows of expensively bound books fill the shelves behind him on the left. Behind him on the right an open window reveals a cloudless blue sky over a garden full of blooming, colorful flowers. A bust of a Greek scholar is visible on the bookshelves. A portrait of Lincoln directly above his head is hung between the books and the window. Many ringbinders are stacked on both sides of the desk in front of him. Sample Three: The anti-American, subversive activities of Senator Cope make it easy to understand why he was called before this committee today. His unAmerican, socialistic behavior will surely receive a just reward. His anti-democratic attitudes have become a public issue about which many of his countrymen have commented.		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: READING

SPECIFIC AREA: COMPREHENSION

Evaluative

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. not all material written as fact is true.	97	9-12					
. bias exists in written material.	95						
. sensationalism is used to get attention.	103						
. criteria used for determining usefulness of reading materials depends on the purpose for which the material is being used (subjective vs. objective accounts of an event, copyright date, credentials of author and publisher).	115						
The student is able to:							
. determine whether a selection or incidents in a selection are real or fictitious.	97						
. evaluate a selection in terms of the author's credentials and copyright information.	115						
. determine whether a selection or incidents in a selection represent fact or opinion.	99						
. identify obviously stereotyped characters, events or situations in a selection.	101						
. make evaluations of advertising.	105						
. recognize propaganda techniques.	107						
. recognize bias and prejudice within a selection.							
. evaluate material as to relevancy of details as they pertain to a question to be answered.							
. make judgments of worth, desirability or acceptability of a selection.	111						
. determine whether evidence presented to support an opinion is objective, authoritative, and/or true to original context.							
. evaluate materials using a set of criteria consistent with the purpose(s) for reading.	109						
The student values:							
. the worth of reading selections to him/herself as an individual.	111						
. events in literature in the context of the time period in which they were written while examining them from a current time frame.							
. author's ability to choose words, phrases, and style to create desired effects.							
. the author's ability to elicit emotional response through choice of language and style.							
. reading content which may serve as a model for standards of behavior.							

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows bias exists in written materials. B. The student is able to make evaluations of advertising. C. The student is able to recognize bias and prejudice within a selection.

State Goal	1,5
District Goal	
Program Goal	4B,6,7

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources

Title: Buyer Beware
Group Size: small group, entire class
Materials: newspapers, magazines

Procedure(s):

. Students display and label on bulletin board under the title, "Buyer Beware," a variety of advertisements that illustrate the following forms of bias and prejudice.

Examples of bias and prejudice:

Labels	Examples:
-Experts say	More doctors recommend Bayer Aspirin for colds than any other aspirin.
-Statistics	My group had 27% fewer cavities with Crest.
-Oversimplification	Aspirin is good for all aches, pains and colds.
-Exaggeration	Quik Joe Ice Melt--Works like magic.
-Symbols	Tony the Tiger.
-Bandwagon	Every kid wants to try Screaming Yellow Zonkers.
-Image Making	Wheaties--The Breakfast of Champions.
-Snob Appeal	The 1973 Silver Continental Mark IV is meant for people who want elegance and style in a car.
-Famous People	"Switch to American (gasoline) where the new cars go," says Johnny Cash.
-Special Offer	Cap'n Crunch--Special Treasure Kit offer.
-Slogan	It's the real thing, Coke is!
-Something New	New Alligator Baggies
-Goodness Appeal	Mothers who care for their children buy Hostess Cupcakes.

District Resources

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uggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

Variations:

- **Small groups of students write and act out commercials that illustrate forms of bias and prejudice in advertising.**
- **Students research in Consumer's Report or newspaper articles, the validity of claims in advertising.**

Title: Recognizing Bias
Group Size: individual or small groups
Materials:

Procedure(s):

- Discuss with students that bias in written material can either be in favor of something or against something.
- Teacher develops a variety of paragraphs and 3 headlines that might have been written about the information in the paragraphs.
- Have students write letter F in the blank before the headline that shows bias IN FAVOR OF something, A before the headline that shows bias AGAINST something, and N before the headline that show NO BIAS.

Example(s):
Yesterday afternoon the First-place baseball team of Langley High played against second-place team from Kings Garden. The final score was 3-2.

F Langley Wins Easy Victory Over Kings Garden.
A Rough Playing by Langley Leads To Undeserved Win.
N Langley 3-Kings Garden 2 in Yesterday's Game.

District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to determine whether a selection or incidents in a selection are real or fictitious.

State Goal 1,9

District Goal

Program Goal 1,6

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Suggested Resources
Title: Distinguishing Between Fiction and Non-Fiction Group Size: individual Materials: Procedure(s): . Give the students the following directions: Below are several examples of the kind of write-up you might find on a book jacket. Use the title of the book and the information given to determine if the book is fiction or non-fiction. ___1. Two Men Dared An improbable but chilling story of two scientists who venture into the depths of Amazon territory to search for their lost associate. ___2. Dartmoor: Past and Present A scholarly account of England's famous moor. There is an especially informative chapter about Dartmoor prison, with true tales of those who dared to escape, but always failed. . Have students determine if the following paragraphs are based on realism or fantasy. ___1. In an effort to end international hostilities, a new product has been offered to leaders of every nation. It is a small, flat, somewhat		Encore Practice Book, Houghton-Mifflin, p. 8 District Resources

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Suggested Resources
granular tablet. Placed between one's lower lip and bottom teeth, it is physically undetectable. Its effect, however, is staggering. Simply stated, it allows a speaker to utter nothing but the truth, no matter how much he or she wishes to avoid it. Diplomatic niceties, white lies, false flattery--all the supposedly harmless tricks of the diplomatic trade are rendered impossible, despite the best intentions of the speaker. Imagine two heads of state at a formal reception. No matter what contrived things they might prefer to say to each other, each is forced to reveal exactly what he or she thinks. Although some unfortunate remarks are bound to occur, the manufacturers of the tablet believe that in the long run, truth is more constructive that destructive. If all leaders were compelled to use the tablets, they say, the prospect of world peace would soon become a firm reality.		
___ 2. By the time the plane touched down, Sarah had become thoroughly suspicious of the woman in the next aisle. She looked harmless, but during the trip she'd given Sarah far too many searching glances to be merely a disinterested observer. Sarah wondered if she could be the secret agent they'd all been warned about--someone who worked for the other side--ruthless, clever, with a reputation for never bungling a mission. How dangerous was she? Did she know what Sarah was carrying? Thinking quickly, Sarah decided to call headquarters and explain the situation. Hopefully, they'd tell her that her intuition was wrong, that the woman was perfectly ordinary, and that Sarah's imagination was simply working overtime.		District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to determine whether a selection or incidents in a selection represent facts or opinion.

State Goal 5,9

District Goal

Program Goal 4,6

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Suggested Resources
Title: Distinguishing Between Fact and Opinion Group Size: individual, small groups Materials: Procedure(s): . Some of the following sentences are statements of fact, some are statements of opinion, and some contain both statements of fact and statements of opinion. . On the line, write the letter F if that sentence is a statement of FACT only. Write the letter O if that sentence is a statement of OPINION only. Write the letter B before any sentence that contains BOTH a statement of fact and a statement of opinion. 1. B The cathedral of Notre Dame, which is in Paris, France, is the most beautiful church in the world. 2. O Water-skiing is a pointless and extremely boring sport. 3. F Mrs. Liebermann told us that she emigrated to the United States just before the outbreak of World War II.		Encore Practice Book, Houghton-Mifflin, p. 17, 19. District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources

District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to identify obviously stereotyped characters, events or situations in a selection.

State Goal	1,7
District Goal	
Program Goal	4B,6,7

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: The Good Guys and the Bad Guys Group size: small group, entire class Materials: reading texts, library books, felt pens, tagboard strips Procedure(s): . After reading a collection of stories, either from the basal text or from a library book, have the students recall the stories and list the characters they thought were the "bad guys." . During class discussion, have each student write a character's name on a tagboard strip. . Student places this strip on the bulletin board under the appropriate title "Good Guys" and "Bad Guys." . Students should be prepared to tell the characteristics of the "good" or "bad" guy and the reason he/she is considered "good" or "bad." Variation: . Have the students select a character from any story they have read. Change the character's traits so that he/she is the opposite from what he/she was originally. Write a short story using this "new" character. Example: In the story Cinderella, change Cinderella from her sweet, good self to a horrible, hateful person. . These characters can be acted out in skit form.	Teacher listensto discussions and checks information placed on bulletin board. Check student notebooks.	How The Grinch Stole Christmas, Dr. Seuss A Christmas Carol, Charles Dickens Wizard of Oz, Baum District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows sensationalism is used to get attention.

B. The student is able to recognize propaganda techniques.

State Goal	1,5
District Goal	
Program Goal	4B,6,7

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Does It Really? Group Size: small group, entire class Materials: 3" x 5" cards, felt pens, typewriter, magazines, newspapers Procedure(s): . Select actual ad headlines from advertisements or make up imaginary ads and place them on 3" x 5" cards. . Let the student select a card or cards and after having read the ad, write down what the ad literally implies. Example: "Switch to Cough Up. The cigarette that soothes your nerves." The ad implies that if you're nervous, the cigarette will calm you down. The students form small groups and discuss findings. Title: Sensationalism Group Size: small group or entire class Materials: newspapers, magazines Procedure(s): . Discuss with students how newspapers and other publications print sensational stories or headlines to promote an increase in circulation. . Have students bring in articles from various publications that are sensational in nature. . Have students discuss if the sensational aspect of the article is related to the information stated.	Teacher reads student answers and circulates among small group discussions.	Encore: Nelly Bly & The Great Hour, Houghton-Mifflin District Resources

ggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Sensational Stories Group Size: entire class Materials: stories, newspaper articles Procedure(s): • Clip out headlines from newspapers that are examples of sensationalism. • Have students write an article to go with each headline. • Student writes a sensational headline for a story or book he/she has read. Example: "Girl Swept Away By Tornado" in reference to The Wizard of Oz. • These can be guessed by the class or put up on a bulletin board. • List several headlines written in a very ordinary, mundane way. • Have students rewrite them to create a sensationalistic approach. • Have each student rewrite a story he/she has read using sensationalism. • Have student pretend he/she is a newspaper reporter and record the happening on tape, using excited tones and lots of sensationalism.	Teacher reads student writings.	Reading Critically, The Reading Skills Lab, William Durr, Robert Hillerich, Houghton Mifflin Co., 1970. District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) **The student is able to make evaluations of advertising.**

State Goal 1,7

District Goal

Program Goal 4B,6,7

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Promise or Fact Group Size: individual, entire class Materials: worksheet Procedure(s): . Teacher explains that some advertisements provide useful information or facts about a product being advertised. . Teacher explains that other ads try to persuade the reader by means of vague claims or promises. . The teacher writes several pairs of ads: WYCO plays your favorite music. WYCO plays music opera fans will enjoy. Tune in each weekday from 4:00 - 6:00 p.m. . The teacher hands out a worksheet with pairs of ads and asks the students to identify the fact(s) and claim(s) within the ad. Variations: . Have students find ads in magazines and write up ad pairs. Examples: Enjoy a super taste treat -- Lil's mini-priced maxi-burgers! Try Val's Sirloin burgers--a quarter pound of top-grade meat--40¢. . Read ads to class or small groups. Discuss if any changes need to be made.	Teacher monitors student examples read to class. Teacher checks worksheets.	Books: Reading Critically, Houghton Mifflin Co., page 40 District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: News Beware Group Size: entire class Materials: video tape of evening news Procedure(s): . View the video tape of the evening news in class. . Stop the video tape and identify the advertising techniques of the commercials. . Time the length of the advertisements while discussing the age group they are appealing to, the use of language, double talk, etc. Variation: . Stop the video tape and discuss the news stories.	Try to actively involve as many students as possible in the timing of commercials, stopping the video tape, recording the length of the commercial, who it appeals to, and the product being advertised. Other students could write down titles of news stories.	
Title: Transfer Ad Group Size: entire class Materials: magazines (sports, movie, Time, etc.), newspapers, glue, construction paper, scissors Procedure(s): . Tell the students they are going to have an opportunity to create an ad of their own, advertising anything they choose. . Have them find a picture of a famous person to be part of their ad. . Have them cut pictures and lettering from magazines to complete the ad format. . Have students describe the forms of sensationalism and propaganda used in their advertisements in small groups or to entire class. . Display student-created ads on bulletin board.		District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to recognize propaganda techniques.

State Goal	1,5,9
District Goal	
Program Goal	1,6

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Suggested Resources
Title: Recognizing Propaganda Group Size: individual, small groups Materials: Procedure(s): . The following are propaganda techniques used in advertising: Bandwagon, Testimonial, Transfer, Repetition, Emotional Words, Name Calling, and Faulty Cause and Effect. . Below are examples of propaganda used in advertising and political campaigning. Read each item and try to identify the main propaganda technique being used in it. Write the name of the technique on the line below each item. (For those unfamiliar with these techniques, see pp. 309-312, Encore - Teacher Guide.) 1. Ruggedly handsome Vip Vapid certainly does know his shaving lotions! That's why he never goes out on that all-important date without a generous dousing with Birchbark After Shave. Vip just doesn't feel dressed until he splashes on his Birchbark. That stiff, bracing, lightly aromatic lotion puts him right into gear and lets everyone know he's a real man. (Transfer)		Encore Teacher's Guide and Practice Book, Houghton-Mifflin. Practice Book pages 96 - 98 Teachers Guide pages 309 - 312 District Resources

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Suggested Resources
2. Melba Mulherne of Sioux City, Iowa, has been using Varoom Motor Oil in her car since she bought it over ten years ago. Last month, we at Varoom offered to pay her to use a different oil in her car. She agreed, and here is her statement at the end of that month: "My car coughed, sputtered, jerked, and wouldn't start in the cold weather we've been having. I want my Varoom back. No matter how much money I'm offered, I'll never switch motor oils again!" (Testimonial)		
3. Voters, you are honest, intelligent people, so I must tell you of my sly opponent's calculated misuse of the public trust. His underhanded transactions with local industries have created an atmosphere of corruption in this city. Let's get this crooked dirty-dealer out of public life!" (Name Calling)		District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to evaluate material as to relevancy of details as they pertain to a question to be answered. B. The student is able to evaluate materials using a set of criteria consistent with the purpose(s) for reading.

State Goal	1,8,10
District Goal	
Program Goal	6,8

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Is It True?
Group Size: small groups, entire class
Materials: several short stories

Procedure(s):
- Students read a story.
- Teacher poses the question: "What is the information to be gained?"
- Students substantiate their conclusion or main idea with the facts presented and determine relevancy of the same.

Title: Evaluating Statements of Opinion
Group Size: individual, small groups
Materials:

Procedure(s):
- Read numbered paragraphs below. Write YES beside each paragraph that gives evidence to support the underlined opinion. Write NO beside each paragraph that does not give evidence to support the underlined opinion.

1. _____ "Cats are the best pets. We have always had dogs, and they have caused us unending trouble. One dog insisted upon burying her old bones in the vegetable garden. Just as the vegetables began to ripen, the dog would dig them up in her frantic haste to hide a bone."

Suggested Monitoring Procedures

Teacher observation if it is a discussion. Teacher checks written answers.

Suggested Resources

Reading Power. The Bookmark Reading Program, Harcourt and Brace, pages 13, 17, and 18. Early, et al.

Encore Practice Book, Houghton-Mifflin, p. 61

District Resources

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Suggested Resources
2 _____ "The results of this reading test are absolutely meaningless. Each section of the test must be carefully timed, for the scores are determined by the number of questions answered correctly in the specified time. Since the stopwatch was not working properly, the timing was not accurate."		
Title: Evaluating Textbook & Class Materials in Relation to the Purpose of the Class Group Size: small groups Materials: Procedure(s): . Divide into small groups. . Students determine the purpose(s) of the class and program goals. . Students examine the content of the books & materials in relation to the program goals. (e.g., determine readibility by using the close technique) . Students analyze the structure and format of materials, e.g., subheadings, indexes, vocabulary helpers, etc. . Students determine if there is a means for evaluating student progress in the various materials. . Students either adopt or reject materials.		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to make judgments of worth, desirability or acceptability of a selection. B. The student values the worth of reading selections to himself/herself as an individual.

State Goal	1,5,10
District Goal	
Program Goal	4B,6,7

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Forget It! Group Size: small groups Materials: paragraphs, short stories, magazines and newspaper articles Procedure(s): . Students form small groups of five or six students in each. . Students listen to a short selection read by someone in their group. . Students discuss the selection in terms of: Offensiveness of language Acceptability of ideas Validity of conclusions Acceptability of decisions Relevancy of material to reader's personal experiences Relevancy of material to purpose stated by teacher . Individuals form small groups, read their selections and report the group's findings to the entire class. . Groups should be able to substantiate their opinions.	Teacher listen to and lead brief class discussions on group findings.	Any type reading material. District Resources

ggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows not all material written as fact is true.

B. The student is able to determine whether a selection or incidents in a selection represent fact or opinion.

State Goal	1,5
District Goal	
Program Goal	4B,6,7

Related Area(s)

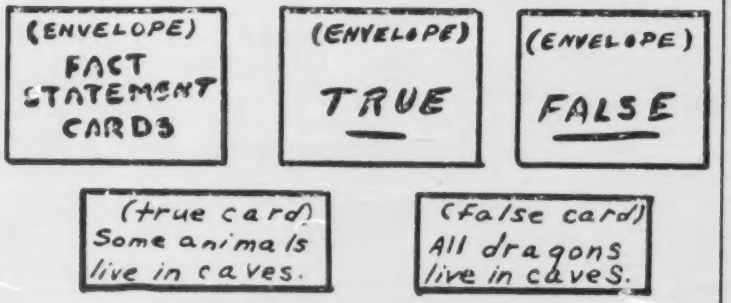
Suggested Activities: Grade(s) 9-12

Title: True or False
Group Size: individual, pair
Materials: encyclopedia, index cards, three envelopes

Procedure(s):

- Place index cards with either a true or false statement on them in one envelope.
- Students use encyclopedias as a means of deciding which statements are true and which are false.
- Fact cards designated as true go in the envelope marked True and those designated false go in the envelope marked False.

Example:



Variation:

- Students write some true statements and some false statements for others to use.

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Suggested Monitoring Procedures

Teacher checks to see which statements are in which envelopes.

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Possible Resources

Books:

Reading Skills Lab, Reading Critically Book C Level 3, Durr, Hillerich, page 8.

District Resources

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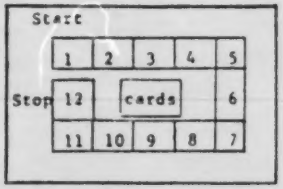
ggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: To Fact Or To Fiction Group Size: individual, small group Materials: game board, index cards, dice and markers Procedure(s): . Number spaces on game board in order Example:  . Have index cards with a fictional or factual statement on each card mixed in a pile on the game board. . Students, in turn, throw dice to see how many spaces to move. . If the student lands on an odd number, he/she must identify an index card with a factual statement on it before moving forward the number of spaces shown on the dice. . If the student lands on an even number, he/she must identify a card with a fictional statement on it before moving. . If a student guesses wrong, he/she must move backward the number shown on the dice. . Proceed to the next player until someone reaches S T O P. . Have a master sheet with the statements labeled factual or fictional for student reference while playing the game. . Student checking answers on master sheet should not be playing the game. Variation: . Have students write factual or fictional statements on cards for the game.	Teacher checks accuracy of statements on student written cards.	Vancouver Public Schools Reading Guide, Vancouver Public Schools, pages 118-121. Impressions, Houghton Mifflin Co., Teacher's Guide, page 39. District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows criteria used for determining usefulness of reading materials depends on the purpose for which the material is being used (subjective vs. objective accounts of an event, copyright date, credentials of author and publisher).
B. The student is able to evaluate a selection in terms of the author's credentials.

State Goal 1,5,10

District Goal

Program Goal 4B,6,7

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Green Cheese Group Size: small groups, entire class Materials: books, articles, magazines Procedure(s): . Identify copyright date. Is the validity of the information related to the copyright date? . Teacher read selections from old encyclopedias and reference books on such topics as the moon, science, medical science, sports records, invention . In class discussion, compare information on same topics from current reference books. . Teacher assigns topics and facts for students in small groups to research in old and current reference materials. . Small groups report findings to entire class.	Teacher leads and monitors discussion. Teacher monitors small group reports. Help students pick out details when comparing dated information	Books: Encyclopedias National Geographics Almanacs Record Books
Title: Date That Topic Group Size: individuals, small groups Materials: Reader's Guide, 3" x 5" cards Procedure(s): . Give the students a recent topic to look up in the Reader's Guide in the library. . Have students list on a 3" x 5" card the magazine names, titles of the articles and dates of the issues that contain information about his/her topic . Student chooses the most recent article to read and writes a short review.	Teacher reads and discusses with students their findings. Help students become aware of noting the accuracy of information in terms of copyright dates.	District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Variation(s): . Give students a list of outdated subjects and let them see if they can find anything on them in the Reader's Guide. Discuss findings with the students. . Have students choose books with copyright dates from the 1930's, 40's, 50's, 60's and 70's. This would be a long-term assignment. . Have them read the books and keep a record comparing information given about each time period.		
Title: Evaluating statements of opinion Group size: individual or small groups Materials: **Procedure(s):** . List statements of opinion. . Following each statement, things are told about three people who made the same statement. . Decide which person you think is best qualified to give an informed opinion about the subject of each statement. Example: "Many small companies will probably be forced out of business if the new tax law is approved." a) Rachael Prince. Ms. Prince has been a state senator for several years. She is currently heading a committee that is working to defeat the new tax law. b) Lionel Sharp. Mr. Sharp is the president of the Small Business Assoc. of America. He has studied the new tax law and its immediate effect upon small businesses. c) Samuel Connors. Mr. Conners works in the charge account office of a large department store.		Encore Practice Book Houghton-Mifflin, p. 62. District Resources

SMALL SCHOOLS PROJECT

SUBJECT: READING IN THE CONTENT AREAS

SPECIFIC AREA: GENERAL STUDY TECHNIQUES

Preparing for Study

Page	Suggested Grade Placement	District Placement				
		8	9	10	11	12

The student knows:

- that the preliminary steps to prepare for an assigned learning task include: (9-12)
  - determining the teacher's objectives for the lesson;
  - relating -- the purpose for reading must be related to the objectives for the lesson;
  - choosing -- an appropriate rate must be chosen for the task.
- the importance of taking personal responsibility for budgeting study time and finding a suitable environment for study.
- there are systematic study techniques which promote efficient, effective use of time.

The student is able to:

- ask questions to clarify the teacher's objectives for the lesson.
- set a purpose for reading.
- choose a rate appropriate to the task.
- set goals to use available study time to best advantage.

The student values:

- the importance of using study techniques.
- the importance of preparing for study.
- self-discipline and concentration.
- active participation in the reading study process.

HOW TO CONSTRUCT AN INFORMAL INVENTORY OF CONTENT/READING SKILLS

I. Use between 34-40 questions.

II. Use questions designed to measure the following reading skills in the proportions shown below.

A. Using parts of the book (3 questions)
   1. Table of Contents
   2. Index of Titles
   3. Glossary
   4. Biographical Data
   5. Introductory paragraph to story

B. Vocabulary needs
   1. Meaning (7-8 questions)
      a. General background of word meanings
         (1) Select correct meaning from several dictionary meanings
         (2) antonyms, synonyms
      b. Contextual meanings
   2. Word recognition and attack (14-15 questions)
      a. Divide words into syllables
      b. Designate the accented syllable
      c. Note and give meaning of prefixes and suffixes
      d. Changing the part of speech of a word (noun to verb, adjective to adverb, etc.)

C. Comprehension (11-12 questions)
   1. Noting the main idea
   2. Recalling pertinent supporting details
   3. Drawing conclusions, inferences
   4. Noting the sequence of ideas

D. Reading rate. Have student note the time it takes him to read the selection. Then, figure reading speed in words per minute.

   Example: Words in selection: 4,000
   Time to read: 10 minutes

   $\frac{4000}{10}$ equals 400 words per minute

   Time may be recorded by student noting clock time for starting and stopping or by teacher recording time on blackboard every 30 seconds (1', 1'30", 2', etc.)

E. Skimming to locate information (2-5 questions). Use selection different from the one used for comprehension and speed purposes.

III. Choose a reading selection of not more than four pages.

HOW TO ADMINISTER AN INFORMAL INVENTORY OF CONTENT/READING SKILLS

1. In administering the inventory:
   A. Explain the purpose of the inventory and the reading skills it is designed to measure. When the inventory is given, advise the students which skill is being measured.

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HOW TO ADMINISTER AN INFORMAL INVENTORY OF CONTENT/READING SKILLS (continued)

B. Read each question twice.
C. Questions on the use of parts of a book are asked first. Students will use their books.

1. In administering the inventory:
D. Introduce the reading selection, establishing necessary background on the topic and giving the students a question to guide their reading.

E. Read selection silently. Note and figure speed.

F. Ask questions measuring ability to determine meaning from context. They will not use the book for other vocabulary questions, and these should be written on the blackboard.

G. Skimming. Use a new selection. Books will be used.

II. A student is considered to be deficient in any one specific skill if he answers more than one out of three questions incorrectly, or more than two incorrectly when there are more than three questions measuring a specific skill.

III. This inventory, being administered to a group, does not establish a grade level. Nonetheless, anyone scoring above 90 per cent may be considered to be reading material too easy for him. Anyone scoring below 65 per cent may be considered to be reading material too difficult for him. If the material is suitable, the scores should range between 70-90 per cent.

IV. Form of tabulation of results.

SAMPLE INVENTORY FORM - SOCIAL STUDIES

Parts of Book	1.	"On what page does the unit (section) entitled Exploring One World begin?
	2.	"What section of your book would you use to find out something about the author of a story in the book?" (Determine knowledge of section on biographical data.)
	3.	"In what part of the book can you find the meaning of a word that you might not know?" (Determine knowledge of glossary.)
Introduce Story		Explore student background of experiences on the subject of the story and set up purpose questions. Students read silently. Time required is noted.
Vocabulary	4.	"What is meant by the word CRAB as it is used in the story (line _____, column _____, page _____)?"
Contextual Meaning	5.	"What is meant by the word ELIMINATED (line_____, column_____, page_____)?"

SAMPLE INVENTORY FORM - SOCIAL STUDIES (continued)

Synonyms & Antonyms	6.	"What word means the opposite of TEMPORARY?"
	7.	"Use another word to describe the coach when he looked around."
General Knowledge of Meaning	8.	"Select the proper meaning of the word ENTICE." a. to lure, persuade b. to force c. to ask d. to caution
	9.	"Select the proper meaning of the word INITIAL." a. the last or end b. the beginning or first c. the middle d. a letter of the alphabet
	10.	"Select the proper meaning of the word RECTIFY." a. to do wrong b. to make right c. to destroy d. a priest's home
Word Recognition Syllabication; Accents		"Divide the following words into syllables and show which syllable is accented."
	11-12.	eliminated
	13-14.	amazed
	15-16.	undemocratic
	17-18.	fraternities
Prefixes & Suffixes (19-24)	19.	"What does the prefix UN mean as used in undemocratic?"
	20.	"What is meant by PRE in the word prescription?"
	21.	"Change the verb ASTONISH to a noun."
	22.	"Change the noun BOY to an adjective."
	23.	"Change the adjective DEMOCRATIC to a noun."
	24.	"Change the adjective SLOW to an adverb."
Comprehension Main Ideas; Details (25-30)	25.	"What is a _____?" "What happened when _____?"
	26.	(Such questions as applicable here; ask for only
	27.	the main points of this story)
	28.	(Questions to ask for specific bits of
	29.	information about the principal
	30.	characters or ideas of the material.)
Drawing Conclusions; Inferences (31-33)	31.	(Questions, the answers to which are not
	32.	completely found in the textbook.
	33.	Questions beginning with "why", making comparisons, or predicting what may happen. e.g. "Why did Bottle imagine he could perform such astounding athletic feats as settling the state high school record in jumping?")

SAMPLE INVENTORY FORM - SOCIAL STUDIES (continued)

Sequence (34-35)	34.	(May be omitted.) Questions asking what
	35.	happened as a result of _____, what steps did the police use to solve the mystery, etc.
Skimming (36-37)	36.	Use a new reading selection.
	37.	(Questions designed to have the pupil locate some specific bit of information.)

SAMPLE INVENTORY FORM - MATH

I. Each subject in the mathematics area will require its own constellation of skills. Generally, the skills to be included are listed here.
   A. Reading verbal problems and stating them in one's own words.
   B. Adjusting one's reading to the requirements of the problem.
   C. Translating words into symbols.
   D. Knowing the meaning of symbols.
   E. Understanding vocabulary.
   F. Noting the relationship in formulas and equations.
   G. Obtaining information from charts, tables, and graphs.

II. Explain the purpose of the inventory and the reading skills it is to measure. As the inventory is given, let the students know the skill being measured.

III. It will not be possible to administer this inventory orally. It will have to be duplicated. If there are questions to measure the students' ability to understand explanations in their textbooks, and in using special features in their textbook, they should be referred to specific pages in the textbook as necessary.

IV. Sample form of inventory (four to five questions per skill).

Restating Verbal Problems	Use typical verbal problems for the subject. Have students read the problems and write the situations posed by them. Questions may ask also for what is given and what is asked for (detailed reading). Questions which ask students to note the basic mathematical processes may also be used (interpretive reading).
Adjusting One's Reading	Students may be asked to state how they would read specific problems, what steps they would use, whether they would read rapidly or slowly, or how they think the reading of mathematical problems differs from story-type reading.
Translating Words to Symbols	Ask students to underline the words and phrases in a problem that should be converted into mathematical notations. The appropriate symbol may be required of specific words or phrases.

SAMPLE INVENTORY - MATH (continued)

Knowing Symbol Meanings	Give specific symbols and have the students write the meanings of each.
Understanding Vocabulary	Include questions of both generalized and specialized vocabularies. Specifically these would include: 1. Words representing ideas of quantity (big, bigger, long, wide, etc.) 2. Words used to represent number figures. 3. Words used to represent number processes. 4. Words used to represent kinds of measurement. 5. General terms (plus, minus, more than, increased by). 6. Specialized technical words (radius, isosceles).
Noting Relationship in Formulas & Equations	Use a problem and have the students express the relationship in the form of a formula or equation. Also, an equation may be used expressing the relationship in words.
Obtaining Information from Charts, Tables, and Graphs	Reproduce charts, tables and graphs and ask questions requiring the pupils to use the graphic representations. Present a problem and have students make a graphic representation of it.

SMALL SCHOOLS PROJECT

SUBJECT: READING IN THE CONTENT AREAS

SPECIFIC AREA: GENERAL STUDY TECHNIQUES

Surveying

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. the organization of the text is an aid to study:	127	9-12					
table of contents: lists page numbers of chapters/sections of a book.	127						
glossary: lists names and word definitions.							
index: used to locate specific information.							
preface: states author's purpose.							
bibliography: lists references used to support author's point of view.	127						
. the purpose for surveying is to obtain a mental outline of chapter headings, sub headings, summaries, questions, etc.	129						
. that the meanings of general and specialized vocabulary terms are essential to understanding the content of a subject area.	131						
. appropriate uses for skimming and scanning.	133						
The student is able to:							
. use signal words to identify author's organization.							
. survey the organization of the text to obtain a mental outline of its parts as an aid to study, e.g., table of contents, preface, indices, glossary.	127						
. use the steps in surveying to obtain a mental outline of the chapter: by reading title, major headings, subheadings, chapter summary, chapter questions, marginal notes, graphics, first sentence in paragraph.	129						
. identify key words as an aid to finding main topic, subtopic, and cross-reference in the index.	145						
. note unfamiliar vocabulary (specific to content as well as general) which may limit understanding of concepts.							
. skim for general information and/or main ideas.	133						
. scan for specific words, names, dates.							
. use the survey or preview portion of the study formulas (SQ3R, PQ4R, or variations related to particular content areas: SQRQCQ, PQRST).	137						
The student values:							
. that understanding book format can make books work for them.	127						
. the importance of examining the overall structure of the chapter or unit before detailed reading occurs.							
. the use of a study formula as an aid to learning.	137						
. the organization and format of a book as an aid to study.	127						

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the organization of the text is an aid to study: (table of contents, glossary, index, preface, bibliography.) B. The student is able to survey the organization of text to obtain a mental outline of its parts as an aid to study. C. The student values that understanding book format can make books work for them. D. The student values the organization and format of a book as aids to study.

State Goal	1,8,9
District Goal	
Program Goal	2,6,8

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Organization of a Text as an Aid to Study Group size: individual Materials: Procedure(s): . Have students discuss and answer the following questions: A. Preface 1. What is the author's purpose for writing? 2. What does the author expect you to learn from the book? B. Table of Contents 1. Is the subject presented historically? 2. Is the author's approach analytical? C. Bibliography 1. What is a bibliography? 2. What is its purpose? 3. Are the sources specialized or widespread? D. Index 1. What is an index? 2. What is the purpose of an index? E. Glossary 1. What is the glossary? 2. What is the purpose of the glossary?		The Now Student: Jamestown Publishers Preface and Glossaries, Roe-188-190 Table of Contents - Karlin -225,226 Thomas 258-260 Teaching Reading Skills in Content Areas - West, 35-42 Index - Karlin 228-236 Thomas - 258-260 Roe - 188-190 District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the purpose for surveying is to obtain a mental outline of the chapter/text. B. The student is able to use the steps in surveying to obtain a mental outline of the chapter. C. The student values the importance of examining the overall structure of the chapter or unit before detailed reading occurs. D. The student is able to use the survey or preview portion of the study formulas.

Related Area(s)

State Goal	1,9,10
District Goal	
Program Goal	2,6,8

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: How to Survey Group size: Individual Materials: Procedure(s): . Discuss the purpose of surveying:(Gain an overall impression). . Read and discuss the title (you can learn the author's feelings about the subject). . Read and discuss the subheadings (can provide an outline). . Read and discuss illustrations (why is a picture worth 10,000 words?) . Read first paragraph (why is this called the introductory paragraph?) (Provide setting or mood of book?) . Read closing paragraph (provides summary). . Skim through chapter.		The Now Student Jamestown Publishers District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) The student knows that the meanings of general and specialized vocabulary terms are essential to understanding the content of a subject area.

State Goal	1,8,10
District Goal	
Program Goal	2,6,8

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Content Analysis Group size: entire class Materials: content area materials Procedure(s): . The following is a process for a teacher to follow in teaching general and technical vocal terms. Read Teaching Reading Skills in Content Areas p. 136 - 139. . Gail West -- 136-139 Prepare a reading assignment: 1. Read the chapter carefully A. Determine major concepts presented 1. Through technical terms 2. Through visual aids provided B. Determine which words are essential 1. general 2. special 3. technical 2. Determine what is the most effective way to teach: 1. general terms - preteach the words before the reading assignment utilizing: a. context clues - cloze form b. structural analysis - list the appropriate words on the board and analyze 1. roots-Latin, Greek 2. prefixes, suffixes. c. structured overview process		Aukerman, Reading in the Secondary School Classroom. p. 76-78. Dillner, Personalizing Reading Instruction in Middle, Junior, and Senior High Schools p. 19-22 Forgan, Teaching Content Area Reading Skills p. 152-166 Olson, Teaching Reading Skills in Secondary Schools p. 73-75 Robinson, Teaching Reading Skills in Secondary Schools p. 88 - 89 Roe, Reading Instruction in the Secondary School p. 82-86 Smith, Teaching Reading in Secondary School Content Subjects p. 199 201 John S. Simmons "Word Study Skills" Developing Study Skills in Secon- Schools IRA, 1965, Edited by Harold L. Herber Gail West - Teaching Reading Skills in Content Areas p. 135 - 143.

240 see pages

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
2. Technical terms a. context clues - cloze b. structural analysis - list the appropriate words on the board and and analyze 1. roots-Latin, Greek 2. prefixes, suffixes c. structured overview process example: Gail West - p.150 List the technical terms in the left hand column, List the pssible meanings in the right hand column. Instruct students to select the meaning which best fits the context of the sentence in which the word was found.		Structured Overview Process Gail West - Teaching Reading Skills in Content Areas 140 - 154. Herber 129-142; 159-172
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student knows appropriate uses for skimming and scanning.

B. The student is able to skim for general information and/or main ideas.

State Goal	1,8,9
District Goal	
Program Goal	2,6,8

Related Area(s) _____

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Skimming to Get a Total Impression Group Size: individual Materials: Procedure(s): . Discuss how skimming involves rapid reading whose purpose is to get a general overall impression. . Steps: 1. Read the title 2. " subhead 3. " illustration 4. " first sentence 5. " the introduction and conclusion paragraphs more carefully . In using skimming, it is important for the teacher to give students a specific purpose, such as: 1. Looking over a chapter in a textbook prior to serious study, in order to get an idea of the general scope of chapter. 2. Sampling a few pages of a novel or other type of work to form an opinion of worthiness. 3. Going quickly through an article on a controversial issue to find out the author's point of view. 4. Looking through reading material to judge if it is likely to contain the kind of information one is seeking. 5. Examining reading material to decide if it is comprehensible or too difficult.		The Now Student-Jamestown Publishers Skimming & Scanning - Handout - Worthington West - Teaching Reading Skills in the Content Areas pp. 117-122 Group Inventory Handout - attached District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student is able to use the survey or preview portion of the study formulas (SQ3R, or PQ4R B. The student values the use of a study formula as an aid to learning.

State Goal	1,8,9
District Goal	
Program Goal	2,6,8

Related Area(s)

Suggested Activities: Grade(s) 9 - 12	Suggested Monitoring Procedures	Possible Resources
Title: Survey Q3R Method of Study Group size: Materials: Procedure(s): . SURVEY 1. Glance over the headings in the chapter to see the few big points which will be developed. This survey should not take more than a minute and will show the three to six core ideas around which the rest of the discussion will cluster. If the chapter has a final summary paragraph this also will list the ideas developed in the chapter. This orientation will help you organize the ideas as you read them later. . QUESTION 2. Now begin to work. Turn the first heading into a question. It will bring to mind information already known, thus helping you to understand that section more quickly. And the question will make important points stand out while the explanatory detail is recognized as such. This turning a heading into a question can be done on the instant of reading the heading, but it demands a conscious effort on the part of the reader to make this query for which he must read to find the answer. . READ 3. Read to answer that question, i.e., to the end of the first headed section. This is not a passive plowing along each line, but an active search for the answer.		District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources
. RECITE 4. Having read the first section, look away from the book and try briefly to recite the answer to your question. Use your own words and name an example. If you can do this, you know what is in the book; if you can't, glance over the section again. An excellent way to do this reciting from memory is to jot down cue phrases in outline form on a sheet of paper. Make these notes very brief; NOW REPEAT STEPS 2,3, and 4 ON EACH SUCCEEDING HEADED SECTION. THAT IS, TURN THE NEXT HEADING INTO A QUESTION. READ TO ANSWER THAT QUESTION, AND RECITE THE ANSWER BY JOTTING DOWN CUE PHRASES IN YOUR OUTLINE. READ IN THIS WAY UNTIL THE ENTIRE LESSON IS COMPLETED. . REVIEW 5. When the lesson has thus been read through, look over your notes to get a bird's-eye view of the points and of their relationship and check your memory as to the content by reciting on the major subpoints under each heading. This checking of memory can be done by covering up the notes and trying to recall the main points. Then expose each major point and try to recall the subpoints listed under it.		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student is able to use the survey or preview portion of the study formulas (SQ3R, or PQ4R) B. The student values the use of a study formula as an aid to learning.

State Goal	1,8,9
District Goal	
Program Goal	2,6,8

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Previewing Group size: Materials: Procedure(s): . From now on we want you to preview everything before you read. Previewing is the single most important technique you can adopt to improve your reading ability. The steps to previewing are summarized below. Study and learn them. Apply them to all your reading and study matter. . Step 1. Read the Title. Discover what the subject will be and how it will be presented. Try to see how the writer feels toward the subject, what special views he proposes. . Step 2. Read the Subhead. Subheads are included to give the reader a brief digest of the chapter. Most often used in textbooks, they are an important aid to organization. . Step 3. Study Illustrations. Maps, charts, tables graphs, diagrams and pictures all help the reader visualize some of the important elements of the chapter or lesson. Study them. . Step 4. Read First Paragraph. An author's opening is his first opportunity to address the reader. See what insights he offers, what assistance and advice he gives the reader.		District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources
. Step 5. Read Last Paragraph. The final paragraph is the author's last chance to reach his reader. Whatever final advice or information he has to give will appear here. Look for it. . Step 6. Skim Through. As a final preparation for reading, skim the entire chapter. Look for keys to organization; see how the presentation is structured and arranged.		
Title: See attached handouts Group size: Materials: Procedure(s): 1. Apply SQ3R - generally. 2. Apply SQ3R - to specific content areas (See attached handout for specific content areas) 3. Apply OARWET (See attached handout)		Handout on SQ3R - attached Handout on OARWET Source - Maxwell H. Norman, How to Read and Study for Success in College
		District Resources

Developed by Lake Washington Junior High Teachers under the direction of

Roger Long - Language Arts Coordinator and Dr. James Worthington - Seattle Pacific Univ.

SQ3R - GENERAL

SURVEY

To get clues to main ideas from:

- Titles, pictures, charts, graphs, diagrams
- Bold-face headings; sub-headings
- Words in italics
- Top sentences or
- Introduction and Summary paragraphs

QUESTION (Ask yourself as you survey)

- What do the illustrations and title mean?
- What ideas do the headings suggest?
- What kind of information is presented?

READ to:

- Answer your questions
- Find main ideas and supporting details
- Define terms
- Get exact steps in directions
- Understand the author's message
- Adjust reading rate to material

REVIEW to:

- Make sure you have the main ideas and details
- Put ideas into your own words
- Organize what you have read
- Form a mental picture of the whole

RECITE

- Relate new information with past experience
- Apply what you have learned
  - Discussion
  - Written work
  - Making something

SQ3R - LITERATURE

SURVEY

Title, pictures
Author
Literary form
Preface or introduction
Study notes and glossary

QUESTION

What is the significance of the title?
What is the author's purpose?
What type of literature is this?
What reading rate should be used?

READ to:

Enjoy the selection
Understand the plot, characterization, or theme
Find the conflict
Get the author's purpose and attitude
Appreciate the author's style
Note expressive words, phrases, paragraphs
Understand the meaning of new words
Gain knowledge of other cultures, environments and times

REVIEW

The basic plot or plan
The character development
The author's purposes and viewpoint
The unique style of the writing
Form a mental picture of the whole

RECITE to:

Relate this literature to your own experiences
Interpret deeper meanings
Gain appreciation of the general theme, idea or principle
Determine the significance of the writing
Relate other works of literature

SQ3R - MATHEMATICS

SURVEY slowly to:

Get the general idea of the problem or the mathematical concept explained
Search for key mathematical terms
Identify notations and symbols
Examine diagrams, graphs, charts, and illustrations

QUESTION (Ask yourself as you survey)

What mathematical concept is explained?
What logical pattern of reasoning is used?
What is the problem - what do you want to find or prove?
What facts are given?
What mathematical properties are essential to solving the problem?

READ carefully to:

Understand the explanation given and the reasoning process involved
Do the example problems naming the properties that permit each step
Establish the nature of the problem
Determine the essential facts given

REVIEW to:

Establish the known facts and the needed facts of the problem to be solved
Ask yourself:
What do I know?
What do I need to find?
What mathematical properties are essential to solving this problem?
Translating the problem into the mathematical phrase, sentence, chart, or diagram that shows the relationship of the known and the needed facts
Estimate your answer

RECITE:

Complete the computation showing all necessary steps
Use the appropriate rotation for your answer
Re-check the answer. Does it satisfy the specific conditions of the problem? Does it seem reasonable?
Reconstruct the problem in your own words. What did you do to solve the problem?
Could the problem have been solved in a more efficient manner?
Interpret and explain the meaning of the results

SQ3R - SCIENCE

SURVEY

To get clues to main ideas from:

- Title, diagrams, charts, pictures
- Bold-face headings; sub-headings
- Topic sentences
- Words in italics
- Introduction and summary

QUESTION (Ask yourself as you survey)

Is the author explaining:

- Scientific facts?
- A process?
- A classification - living things or objects?
- Problem-solving information?
- Causes and Effects?
- How do the illustrations relate to the main idea?

READ carefully to:

- Answer your questions
- Define terms
- Analyze likenesses and differences
- Determine the process
- Get directions for an experiment
- Relate details to main ideas

REVIEW

To be sure you have:

- The main ideas and important details
- The steps in directions or the process
- The meaning of terms
- A clear mental picture of the whole

RECITE

Make application of the facts learned to:

- Perform an experiment
- Discuss (orally or in writing) processes, classifications, causes and effects, and scientific facts
- Make generalizations
- Reach conclusions

SQ3R - SOCIAL STUDIES

SURVEY

To get clues to the main ideas from:

Titles, pictures, maps, charts
Bold-face headings; sub-headings
Words in italics
Topic sentences or
Introduction and summary paragraphs

QUESTION (Ask yourself as you survey)

What do the illustrations tell?
What do the headings or sub-headings suggest?
HOw do the illustrations and headings relate?
What do the words in italics mean?
What kind of information is presented?

READ to:

Answer your questions
Understand new vocabulary
Get main details and ideas
Note sequence of events
Find cause and effect relationships
Distinguish between fact and opinion
Adjust reading rate to material

REVIEW to:

Relate what you have read to what you already know
Organize the main ideas and details
Put these ideas into your own words
Form a complete mental picture

RECITE (Orally or in writing)

Understand the past
Clarify the present
Relate the past to the present
Make sound inferences and generalizations

OARWET INSTRUCTIONS

Prove to yourself the value of OARWET by using it, to get the most from this organized approach, use these steps:

1. For each Skill Section, allow two to three minutes for Overview. (Allow one minute for each Reading Selection.)
   Really read the title!
   Read and underline the sub-heads. (Later Reading Selections may not have them.) Look for the outline, in other words.
   Read the first paragraph or two to find the main idea and underline it.
   Read the summary paragraph.
2. Take an additional minute to read carefully the quiz questions which now come before the reading material. Underline the key words in the questions. Ask!
3. Now, Read the material, keeping in mind the "skeleton" and the questions. Keep up the pressure on your rate, but don't forget about the quizzes!
4. Answer the quiz questions.
5. Finish the outline Activity (for the Skill Sections only). Write!
6. Think about how the ideas discussed in the Skill Sections fit in with your own study and reading skills, and how the ideas expressed in the Reading Selections apply to your own experiences. Evaluate!
7. Review the outlines and the quiz questions as preparation for class tests. Test!

AND MOST IMPORTANT, PRACTICE OARWET WHEN YOU READ TEXTS FOR YOUR OTHER COURSES!

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) The student is able to identify key words as an aid to find main topic, subtopic, and cross-reference in the index.

State Goal	1,8,9
District Goal	
Program Goal	2,6,8

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Identify Key Words Group Size: individual Materials: Procedure(s): . Discuss with students how key concepts usually have words associated with these concepts. Also there are certain words which name a topic. These words are called key words. . Make a list of questions for students to answer. . Have students circle the key words from each sentence they would use to look up in an encyclopedia or index. 1. Where is the Dalia Lama, who was once the supreme ruler of Tibet, now living in exile? 2. Why do more types of birds live on land than on water? 3. In about what year did the dodo become extinct? . Guide students to use context clues to recognize key words through the use of the Cloze technique. . Guide students to utilize the structured overview process to facilitate recognition of the inter-relationships among words.		Accent Reader, Practice Book and Teacher's Guide, Houghton-Mifflin Herber, Teaching Reading in Content Areas. p. 129-142, 159-172 Burmeister, Reading Strategies for Middle and Secondary School Teachers. p. 126-143, 163-180 Shepherd, Comprehensive High School Reading Methods p. 41-55 Estes, Jr. Reading and Learning in the Content Classroom p. 185-198 District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: READING IN THE CONTENT AREAS

SPECIFIC AREA: GENERAL STUDY TECHNIQUES

Study Reading

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. the meaning of technical terminology unique to the content area.		9-12					
. the difference between study reading and narrative reading.	149						
. that the study unit concept involves mastery of content in intermittent readings based on student's individual capabilities.							
The student is able to:							
. use word recognition techniques to perceive the meaning of unfamiliar vocabulary.							
. adjust rate of reading related to purpose and type of material.	149						
. mentally answer questions formulated prior to reading.							
. determine the main ideas of the selection.	157						
. relate supporting details to general topic headings and/or overview of main ideas of selection.	157						
The student values:							
. the importance of learning technical and general vocabulary related to content.							
. study reading as different from narrative reading.	149						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student knows the difference between study reading and narrative reading. B. The student is able to adjust rate of reading related to purpose and type of material.

State Goal	1,8,9
District Goal	
Program Goal	2,6,8

Related Area(s) _____

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Sample Lesson and Exercises To Guide Students to Adjust Their Reading Rates Group Size: individual/entire class Materials: variety of sources Procedure(s): . Place list of materials such as these before the class: Journal American Popular Science Magazine Mad Magazine Fiction book Chapter of your Social Studies textbook Encyclopedia Index Encyclopedia Article Guiness Book of World Records Dictionary Definition Mystery story Biography about a sports hero . Ask why might you read each of these? or What type of information might you hope to get from each of these types of materials? . Point out to students that their answers indicate their purpose in reading. Assume that some of their answers might be as follows: Pleasure, information, study for a test, read for an assignment, find a specific answer, obtain a general idea, details . Ask students what rate they might use for each of the preceeding purposes in their reading.		Teaching Reading Skills in Content Areas, Gail West, p. 118-122 District Resources

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Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Suggested Resources
. To further clarify the concept of rate, ask students to identify the rate(s) they might use for each of the following: Telephone Directory number Etymology of the word "mother" Specific information in an Almanac Textbook Index Pleasure Book Newspaper Sports Averages Comics TV Listing Classified Ads . Ask students how they determined their rate(s). From answers given, try to make the following generalizations: 1. We have many reading rates. 2. They depend on our purpose in reading. 3. They depend on the difficulty of the material. 4. They depend on how familiar we are with the material. 5. Often we use many reading rates within one material. 6. Flexibility of speed is a must for a reader. . Provide students with the following information about rates: 1. Scan is the Survey part of SQ3R and gives the reader a general impression of the entire material. A reader might be reading 1000 wpm in scanning. 2. Skim is reading for specific answers only and you don't care about mastery of the material. When a reader skims he/she reads about 1500 wpm. 3. Very rapid reading is for light, easy fiction at about 400 - 600 wpm. 4. Rapid reading is for fairly easy materials when you want only the important facts and ideas at about 350 - 400 wpm. 5. Average reading would be for some novels and magazines at about 250- 300 wpm.		District Resources

Suggested Objective Placement 9-12

Student Learning Objective(s) (continued)

State Goal

District Goal

Program Goal

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
6. Slow and careful reading at 50 - 250 wpm would be for difficult concepts, thorough reading where every detail is weighed, and unfamiliar terminology. . Have students write the reading rate they would use beside each question following when reading to find the information that is requested. The source of the answers is a social studies text that we have been using in in class when applying content area reading skills. . Finally have students use the rate they have indicated to write out the answers to the questions.		District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources

District Resources

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Sample Lesson and Exercises to Guide Students to Adjust Their Reading Rates in Content-Area Materials

Step 1

Place a list of materials such as the following before the group:

Journal American
Popular Science Magazine
Mad Magazine
Fiction book
Chapter of your Social Studies textbook
Encyclopedia Index
Encyclopedia Article
Guiness Book of World Records
Dictionary Definition
Mystery story
Biography about a sports hero

Ask: Why might you read each of these?

or

Why type of information might you hope to get from each of these type of materials?

Step 2

Point out to students that their answers to the above questions indicate their purpose in reading. Let us assume that some of their answers might be as follows:

Pleasure
Information
Study for a Test
Read for an Assignment
Find a Specific Answer
Obtain a general idea
Details

Ask students now what rate they might use for each of the preceeding purposes in their reading.

Step 3

To further clarify the concept of rate for the students, ask them to identify the rate(s) they might use for each of the following

Telephone Directory number
Etymology of the word mother
Specific information in an Almanac
Textbook Index
Pleasure Book
Newspaper Sports Averages
Comics
TV Listing
Classified Ads

Step 4

Ask students how they determined their rate(s). From answers given, try to make the following generalizations:

1. We have many reading rates.
2. They depend on our purpose in reading.
3. They depend on the difficulty of the material.
4. They depend on how familiar we are with the material.
5. Often we use many reading rates within one material.
6. Flexibility of speed is a must for a reader.

Step 5

Provide students with the following information about rates:

1. Scan is the Survey part of SQ3R and gives the reader a general impression of the entire material. A reader might be reading 1000 wpm in scanning.
2. Skim is reading for specific answers only and you don't care about mastery of the material. When a reader skims he reads about 1500 wpm.
3. Very rapid reading is for light, easy fiction at about 400 - 600 wpm.

4. Rapid reading is for fairly easy materials when you want only the important facts and ideas at about 350 - 400 wpm.
5. Average reading would be for some novels and magazines at about 250 - 300 wpm.
6. Slow and careful reading at 50 - 250 wpm would be for difficult concepts, thorough reading where every detail is weighed, and unfamiliar terminology.

Step 6

Application. Have students write the reading rate they would use beside each question on the accompanying page when reading to find the information that is requested. The source of the answers is a social studies text that we have been using in class in applying content area reading skills. Finally have students use the rate they have indicated to write out the answers to the questions.

(SAMPLE of the Type of Lesson Teachers Might Develop)

"Roman Power Grows and Republic Turns into Dictatorship" Chapter 5, p. 83
Greek and Roman Civilization

Directions: Read over the following questions. After each question write the Reading Rate that should be used to answer it. Then use the Rate(s) you suggest to write out the answer to that question.

Example: What were Rome's early conquests? (p. 83)
Rate: Skim for key words (Rome, conquests). Slow and careful for the specific answer.
Answer: Rome's early conquests were most of Italy south of the Po River.

1. How did roads help keep the peace? (p. 85)
2. What were the "old ways" of Romans? (p. 85)
3. The First Punic War was caused over the control of what island? (p. 86)
4. How did the Roman foot soldiers fight on the water? (p. 89)
5. Who commanded the Carthaginian army during the Second Punic War? (p. 89)
6. What were his two brilliant ideas? (p. 89)
7. At what town did the Romans defeat Hannibal? (p. 90)
8. Describe the way Rome treated the people of Carthage after the Third Punic War and tell why you think they did this. (see p. 91)
9. What were 3 changes caused by the new wealth among Romans? (p. 94)
10. What was the Forum? (p. 96)
11. Read the story of Firmus, p. 95 - 98. In one complete sentence, describe the main idea of this story.
12. Who brought Roman Peace? (p. 100)
13. List 4 things this emperor did for Rome. (p. 102 - 104)
14. Explain how you think a common law and language would help to unite people.
15. Explain how you think 200 years of peace would help art, literature and architecture to prosper.

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to relate supporting details to general topic headings and/or overview of main ideas of selection.

State Goal	1,8,9
District Goal	
Program Goal	2,6,8

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Paragraph Meaning: Recognizing Main Idea and Supportive Detail Group Size: individual/entire class Materials: newspapers, periodicals, TV Guide Procedure(s): . Select short articles from the newspaper and cut off the headlines. Students match headlines with the appropriate articles. . Give students additional newspaper and periodical articles with headlines missing and ask them to write their own headline. . Utilize descriptions or TV shows and instruct students to write their own titles. *. Select an appropriate passage from a context area text. List the main ideas and supportive detail in a reading guide format. Instruct students to individually look for each explicitly stated main idea in the assigned reading and check the main ideas that are directly stated in the materials. . Discuss the items checked in small groups and then summarize with a class discussion. READING GUIDE FORMAT ____1. Main idea / supportive detail ____2. Main idea / supportive detail . Repeat activity * and add implicitly stated main ideas and the supportive detail to the pattern guide statements.		Aukerman, Reading in the Secondary School Classroom, p. 65-76 Burmeister, Reading Strategies for Middle and Secondary School Teachers p. 204-211 Dechant, Reading Improvement in the Secondary School p. 252-258 Dillner, Personalizing Reading Instruction in Middle, Junior, and Senior High Schools p. 43-46 Hafner, Developmental Reading in Middle and Secondary Schools: p.135-138 Karlin, Teaching Reading in High School p. 209-219 Olson, Teaching Reading Skills in Secondary Schools, p. 39-43 Robinson, Teaching Reading and Study Strategies p. 46-48 Roe, Reading Instruction in the Secondary School. p. 147-150 Shepherd, Comprehensive High School Reading Methods. p. 91-92 Thomas, Improving Reading in Every Class p. 184-189 280 Herber, Teaching Reading in Content Areas. p. 72-102 Burmeister (see above) p. 211-231 Robinson " p. 136-156 Shepherd " p. 93-103

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources

District Resources

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SMALL SCHOOLS PROJECT

SUBJECT: READING IN THE CONTENT AREAS

SPECIFIC AREA: GENERAL STUDY TECHNIQUES

Questioning

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. questioning is the second step in using a study formula.		9-12					
. there are questions at different levels of complexity which require different types of resporses (see appendix).	161						
. mentally asking questions of the content before reading assists in setting purposes.	163						
. asking questions before reading is active participation in the study process.	165						
. drawing questions from personal experiences will make content more meaningful and useful.	167						
The student is able to:							
. respond appropriately to different types and levels of questions.	161						
. turn titles / headings into questions appropriate to purpose.	163						
. ask questions of the content appropriate to the purpose as an aid to reading and understanding, e.g., What do I already know about the topic? What do I expect to learn?	165						
. draw upon personal experiences to formulate content related questions.	167						
. write corresponding questions of the content before reading assists in setting purposes.	163						
Surveying and questioning as part of study formula occur simultaneously.							
The student values:							
. questioning as an aid to learning and clarifying concepts.	161						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that there are questions at different levels of complexity which require different types of responses. B. The student is able to respond appropriately to different types and levels of questions. C. The student values questioning as an aid to learning and clarifying concepts.

State Goal	1,10
District Goal	
Program Goal	6,8

Related Area(s) Notetaking

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: 20 Questions Group size: class Materials: paper and pencils, teacher generated ditto Procedure(s): . Give students a ditto listing 7 question types: 1. Memory 2. Translation 3. Interpretation 4. Application 5. Analysis 6. Synthesis 7. Evaluation . Leave space under each question type so that students may fill in definitions and/or examples as you discuss each. (Refer to appendix for definitions) . Have students take notes as you discuss the definitions for types of questions. . Have student get into groups of three, and develop questions (one for each of the levels discussed) for a Fairy Tale Example: "Cinderella" Memory - How many step-sisters did Cinderella have? Translations - Tell me in your own words how Cinderella's step-sisters treated her? Interpretation - What would happen if the prince hadn't found the slipper? Application - If you had been Cinderella's Father, how could you have dealt with the poor relationship between Cinderella and her step-sisters. Analysis - Discuss the statement "Wicked and	Have small groups share with class and encourage discussion and criticism/analysis. Monitor student input.	Herber, Teaching Reading in Content Areas. p. 190 - 200 Shepherd, Comprehensive High School Reading Methods p. 88-90 Appendix - "Questions to Stimulate Thinking and Develop Comprehension Skills" Bloom's Taxonomy District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources
'stepmother' belong together." Synthesis - What would another possible ending for this story be? Evaluation - This story had a happy ending. Should all stories have happy endings?		

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that mentally asking questions of the content before reading assists in setting purpose. B. The student is able to turn titles/heading into questions appropriate to purpose. C. The student is able to write corresponding questions of the content before reading assists in setting purposes.

State Goal	1,10
District Goal	
Program Goal	6,8

Related Area(s) ~~Content Areas~~

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Who's Afraid of Virginia Wolff? Group size: class Materials: pencils, paper, any text Procedure(s): . Explain to the class that if a textbook is doing its job adequately, a reader should be able to answer a question formed from the headings or chapter titles by reading that section or chapter. . Demonstrate: "For example, if the heading of a section of your science book is 'kinetic and potential energy', we can turn it into the question 'What is Kinetic and Potential Energy?' and that section which follows should answer that question. When you are finished with the reading of that section, you should know what is meant by 'kinetic' and 'potential' energy." . Now allow the students to look through their own texts and copy down a heading or chapter title. . Now have the students rewrite the heading or title as a question. . Call on students, having them: (1) read out the original heading (2) Read it as a question (3) tell what they should know or have found out after reading that section	Have students complete a ditto on which you have given them 10 chapter sub-headings. In order to complete the ditto they must A. Make the headings into questions B. Jot down one thing they should be able to find out in that section of the book. Monitor student responses	Aukerman, Reading in the Secondary School Classroom p. 59-61 Burmeister, Reading Strategies for Middle and Secondary School Teachers. p. 104-108 Dechant, Reading Improvement in the Secondary School. p. 273-279 Dillner, Personalizing Reading Instruction in Middle, Junior, and Senior High Schools p. 71-73 Forgan, Teaching Content Area Reading Skills p. 227-250 Hafner, Developmental Reading in Middle and Secondary Schools. p.177-182 ~~Thomas, Improving Reading in Every Class. p. 136 - 138~~ Roe, Reading Instruction in the Secondary School p. 175 - 179 Shephard, Comprehensive High School Reading Methods p. 112 - 113

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows asking questions before reading is active participation in the study process. B. The student is able to ask questions of the content appropriate to the purpose as an aid to reading and understanding, e. g., What do I already know about the topic? What do I expect to learn?

Related Area(s)

State Goal	1,10
District Goal	
Program Goal	6,8

Suggested Activities: Grade(s) 9-12

Title:
Group size: entire class
Materials: paper, pencil/pen

Procedure(s):

- Explain to students that if, when given a reading assignment, they assess how much they already know about the topic and what they need to know, it will help them get more from the reading assignment.
- Give the student a sample topic for a reading assignment: "How to Select a New Car".
- Have students make a composite list of everything they feel they already know about this subject.

  Example:
  - gas mileage
  - size
  - color
  - cost
- Now help the students make a list of what you want them to find out:

  Example
  - contract information
  - maintainence costs
  - re-sale value
  - tax and license and how it relates to car price
- You may want to give them another sample and have students break it down into "already knowns" and "need-to-find-out's".

(over)

Suggested Monitoring Procedures

Monitor student responses.

Possible Resources

Forgan, Teaching Content Area Reading Skills. p. 170-204
Garland, Developing Competence in Teaching Reading. p. 149-191
Olson, Teaching Reading Skills in Secondary Schools. p. 127-128
Robinson, Teaching Reading and Study Strategies p. 123-124
Roe, Reading Instruction in the Secondary School. p. 155-165
Smith, Teaching Reading in Secondary School Content Subjects. p. 240-249
Thomas, Improving Reading in Every Class p. 169-183

District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources
. Now allow students to read one of the articles you have discussed and have students take notes as they find the information they listed under "need-to-find-out".		

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows drawing questions from personal experiences will make content more meaningful and useful. B. The student is able to draw upon personal experiences to formulate content related questions. C. The student values questioning as an aid to learning and clarifying concepts.

State Goal	1,10
District Goal	
Program Goal	6,8

Related Area(s) Content area

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Formulating Content Related Questions from Personal Experience Group size: individual/class Materials: Procedure(s): . Discuss the northwest Indian philosophy toward materialism, ie - owning physical things. (could be called potlatch philosophy - or giveaway philosophy) . Have students formulate questions related to this potlatch philosophy. They are to draw their questions from their personal experiences. Example: Have I ever given anything away in order to earn the respect of someone? To earn the respect of a group? Would this be a good idea, i.e., - could this behavior ever be beneficial, or is it a totally absurd behavior? Have you ever respected someone just because they gave you something? . After student has brought up several questions questions can be written on board for open discussion.	Observation Discussion	Library books on N. W. Indians-potlatch-values Aukerman, Reading in the Secondary School Classroom. p. 83-85 Burmeister, Reading Strategies for Middle and Secondary School Teachers p. 256-294 Dechant, Reading Improvement in the Secondary School p. 268-272 Dillner, Personalizing Reading Instruction in Middle, Junior, and Senior High Schools. p. 49-61 Hafner, Developmental Reading in Middle and Secondary Schools. p. 143-157 Herber, Teaching Reading in Content Areas p. 103-120 Karlin, Teaching Reading in High School p. 192-201 Olson, Teaching Reading Skills in Secondary Schools p. 61-71 Robinson, Teaching Reading and Study Strategies p. 126-129, 201-203, 283-284 Shepherd, Comprehensive High School Reading Methods . p. 107-109

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: READING IN THE CONTENT AREAS

SPECIFIC AREA: GENERAL STUDY TECHNIQUES

Retention

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. the following specific study techniques aid retention: studying at regular times; spacing study and review over time; mentally reciting information; paraphrasing	175	9-12					
. certain ways of organizing material appropriate to purpose: taking notes, making an outline, writing a summary, drawing graphs, building models, sketching a picture.	171						
. which personal study techniques are most effective for him/her.							
. application of new information develops concept and aids retention.							
. retention of information is aided by study reading which divides material into segments to be read and assimilated.	173						
The student is able to:							
. use some or all of these written aids to retention: taking notes, outlining, organizing information, developing study guides, developing visuals (graphs, pictures, charts).	175						
. use recitation skills as aids to retention: summarizing, paraphrasing, forming analogies.	175						
. review and reread material to retain information and promote concept development.	173						
. develop memorization skills as aids to retention, e.g., using mnemonic devices, massing practice, intermittent practice, overlearning, reordering lists.							
. draw relationships and form generalizations from accumulated information.	183						
The student values:							
. the ability to apply information to real-life situations.	183						
. the retention of knowledge and skills as foundations of lifetime understandings.							

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows certain ways of organizing material appropriate to purpose: taking notes, making an outline, writing a summary, drawing graphs, building models, sketching a picture. B. The student is able to use some or all of these written aids to retention: taking notes, outlining, organizing information, developing study guides, developing visuals (graphs, pictures, charts).

State Goal	1,10
District Goal	
Program Goal	6,8

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Outlining **Group size:** entire class **Materials:** paper and pencil **Procedure(s):** • Give students an assignment asking them to go into a room in their own home (their bedroom, for example) and catalogue, or make a list, of everything they see: chair, door, pillow, window, bed, curtains, rug, shoes, lightswitch, dirty clothes, radio, gum wrappers, coat, dresser • Have students bring this list to class and then ask them to group things that seem to fit together: door, pillow, gum wrappers, window, rug, dirty clothes, lightswitch, curtains, chair, coat, bed, shoes, dresser	Have students hand in all phases of the assignment (even scratch lists) upon completion of entire assignment.	Estes, Thomas H. and Joseph L. Vaughan, Jr. Reading and Learning in the Content Classroom: Diagnostic and Instructional Strategies. Boston: Allyn and Bacon, Inc., 1978. Robinson, H. Alan. Teaching Reading and Study Strategies: The Content Areas. 2nd ed. Boston: Allyn and Bacon, Inc., 1978. Smith, Carl B., Sharon Smith, and Larry Mikulecky. Teaching Reading in Secondary Schools Content Subjects: A Bookthinking Process. New York: Holt, Rinehart and Winston, 1978.

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows retention of information is aided by study reading which divides material into segments to be read and assimilated. B. The student is able to review and reread material to retain information and promote concept development.

State Goal	1,10
District Goal	
Program Goal	6,8

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Taking Smaller Bites Group size: individual, small group Material: student's text book from content area esp. Science, Social Studies, Driver's Ed., Home Econ. Procedure(s): . Either give the student a sample reading assignment in his/her text, or utilize an actual assignment student has been given by content area teacher . Have student locate the pages to be read . Have the student look through the pages for 2-3 minutes and then recite what he/she guesses he/she will be reading about (encourage him/her to look at pictures, captions, sub-headings, as well as chapter title) . Have student read the selection silently to self. . Meet with student again and have the student identify generally (in one sentence) what the section was about. . Now go through the reading assignment by paragraphs, having the student name one piece of information he/she can pull from each paragraph. . Explain to students that by reading smaller sections, then going over what the author said, before moving to the next section, they are in effect "taking smaller bites" of information, digesting it, and then proceeding with their reading. . On their next reading homework assignment, actually have students jot down their summary of each sub-section of reading.	Monitor student responses.	Burmeister, Reading Strategies for Middle and Secondary School Teachers. p. 318-338 Dilner, Personalizing Reading Instruction in Middle, Junior, and Senior High Schools p. 73-76 Shepherd, Comprehensive High School Reading Methods. p. 131-134 Smith, Teaching Reading in Secondary School Content Subjects p. 270-276 District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the following specific study techniques aids retention: studying at regular times, spacing study and review over time, metally reciting information, paraphrasing. B. The student is able to use some or all of these written aids to retention: taking notes. C. The student is able to use recitation skills as aids to retention: paraphrasing.

Related Area(s)

State Goal	1,10
District Goal	
Program Goal	6,8

Suggested Activities: Grade(s) 9-12

Title: Secrets of Remembering
Group size: individual/small group/class
Materials: something to paraphrase; a text from the content area or practice Book for Impressions, p.67.

Procedure(s):

- Discuss the fact that following specific study techniques can be an aid to retention:
  A. Studying at regular times
  B. Spacing study and review times
  C. Mentally reciting information
  C. Note taking and paraphrasing
- Have students paraphrase the five paragraph selection in the Impressions practice book (about Eagles), or have them paraphrase something from any text

The psychology of learning suggests that we remember only 10% of what we learn; however, we remember best what we "attend" to or think about. Discussing material read, notetaking, summerizing, and paraphrasing are "attending" type exercises. Periodic attending, or overview of material will greatly enhanse the students ability to remember things.

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Suggested Monitoring Procedures

Teacher observation of student paraphrasing attempt.

Possible Resources

A short selection from a text
Dechant, Emerald. Reading Improvement in the Secondary School. p. 260-268. Englewood Cliffs, NJ: Prentice-Hall, Inc 1973.
Dilner, Martha H. & Joanne P. Olson. Personalizing Reading Instruction in Middle, Junior and Senior High Schools: Utilizing a Competency-Based Instructional System. p. 78-81 New York: Macmillan Pub. Co. Inc.,1977

District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources
		Garland, Golden. Developing Competence in Teaching Reading: Instructional Modules in Reading Education. p. 297. Dubuque, IA: Wm. C. Brown Co. Publishers, 1978. Hafner, Lawrence E. Developmental Reading in Middle and Secondary Schools: Foundations, Strategies, and Skills for Teaching. p. 173-177 NY: Macmillan Pub. Co. Inc., 1977 Karlin, Robert. Teaching Reading in High School: Improving Reading in Content Areas. 3rd ed. p. 219-225 Indianapolis: Bobbs-Merrill Co. Inc., 1977. Olson, Arthur V. and Wilbur S. Ames. Teaching reading Skills in Secondary Schools. Scranton, PA: International Textbook Co., 1972. Thomas, Ellen Lamar and H. Alan Robinson. Improving Reading in Every Class: A Sourcebook for Teachers. 2nd ed. p. 267-275 Boston: Allyn and Bacon, Inc., 1977 Robinson, H. Alan. Teaching Reading and Study Strategies: The Content Areas. 2nd ed.p. 207-210, 223-224 Roe, Betty D., Barbard D. Stoodt, and Paul C. Burns. Reading Instruction in the Secondary School.p.179-185 - Chicago: Rand McNally College Publishing Co., 1978. Shepherd, David L. Comprehensive High School Reading Methods. 2nd ed. p. 113-116. Smith, Carl B., Sharon Smith, and Larry Mikulecky. Teaching Reading in Secondary School Content Subjects: A Bookthinking Process. p. 262-267 NY: Holt, Rinehart & Winston, 1978.

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to use recitation skills as aids to retention: Summarizing, paraphrasing, forming analogies. B. The student values the retention of knowledge and skills as foundations of lifetime understandings.

State Goal	1,10
District Goal	
Program Goal	6,8

Related Area(s) Content areas

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Practice Skills Aid Retention Group size: individual or entire class Materials: study book for content area or teacher made materials. Procedure(s): • Explain the term summary. What makes a good summary? Have students summarize a chapter section in their book. As they finish with this activity, teacher puts own summary on board and discusses. Have students summarize a chapter. • Explain paraphrasing. How do we paraphrase? Have students paraphrase a selection presented on a worksheet - or a chapter in a book • Explain an analogy: comparisons by finding relationships among dissimilar things. Explain heart - pump Draw up pairs of things which could be analogeous. Have students come up with their own analogies (explanations) as to why or how these things are similar. heart - pump car - human body cat - mousetrap Busi[illegible]s - government jung[illegible] - big city life - baseball game Discuss student reactions.	Have students compare their responses with the teacher example. They can adjust their responses accordingly. Teacher can observe Student progress either at task or evaluate the written effort.	Text book - content area Teacher made material Burmeister, Reading Strategies for Middle and Secondary School Teachers. p. 318-338 Hafner, Developmental Reading in Middle and Secondary Schools p. 161-173 Shepherd, Comprehensive High School Reading Methods p. 131-134 Smith, Teaching Reading in Secondary School Content Subjects p. 270-276 District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to use some or all of these written aids to retention: taking notes, outlining, organizing information, developing study guides, developing visuals (graphs, pictures, charts).

State Goal	1,10
District Goal	
Program Goal	6,8

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Taking notes Group size: entire class Materials: pencils and paper Procedure(s): . Explain that note-taking is not just a skill used at school. Then proceed to tell the students how to get to a certain location, and ask them to take notes. . Directions: "Go out of this room and turn left, go past three rooms then go right etc.," Give directions in such a way that students cannot "guess" the destination. Don't rush, but don't go back and repeat. . After student's have taken notes, have them group 3 or 4 together, and using their notes try to determine the destination these directions will take them to. . After students have 5-10 minutes to try to pick the destination, have each group state their "choice" to the class. Discussion on relative accuracy may follow. . Have student listen again to the same set of directions, this time encouraging them to make a drawing in order to recall the information . Once again, students can compare drawings to determine accuracy.		Dechant, Reading Improvement in in the Secondary School. p. 260-268 Dillner, Personalizing Reading Instruction in Middle, Junior and Senior High Schools. p. 78-81 Garland, Developing Competence in Teaching Reading p. 297 Hafner, Developmental Reading in Middle and Secondary Schools p. 173-177 Karlin, Teaching Reading in High School p. 219-225 Olson, Teaching Reading Skills in Secondary Schools. p. 43 - 44 Thomas, Improving Reading in Every Class. p. 267-275 Robinson, Teaching Reading and Study Strategies p. 207-210 Roe, Reading Instruction in the Secondary School p. 179-185 Shepherd, Comprehensive High School Reading Methods. p. 113-116 Smith, Teaching Reading in Secondary School Content Subjects p. 262-267

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to use recitation skills as aids to retention: summarizing, paraphrasing, forming analogies.

State Goal	1,4
District Goal	
Program Goal	2,6,7

Related Area(s) The student values the retention of knowledge and skills as foundations of lifetime understandings.

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Television Tales: Introduction to Summarizing Group Size: small groups, entire class Materials: Procedure(s): . Ask each student to think about a television show they watched in the past week; or assign class to watch a particular show (limit to half or one hour show) or assign different shows to different groups. . Students will write a summary of television shows; or if whole class, this could be as a group project on board or overhead, or if group assignment, each group could work together. . Read summaries aloud and discuss main ideas. . Other students who saw same show may have ideas to add. Title: Telegram It Group Size: entire class Materials: old telegram Procedure(s): . Show student a copy of a telegram. . Write some telegrams with the class to give practice in compacting sentences and ideas. . Then ask each student to write a summary of a story read or library book limiting themselves to space provided by a telegram. Example:	Check student product.	Kid's Stuff, Reading and Language Experiences, Intermediate-Junior High, Incentive Publications page 166. District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: New Covers For Old Books Group Size: entire class Materials: book jackets Procedure(s): . Collect several book jackets and distribute to students for their examination. . Notice features of book jacket. . Ask each student to make a jacket for a book he/she has read. Include: Attractive cover Summary front flap Author's information on back flap.		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student is able to draw relationships and form generalizations from accumulated information. B. The student values the ability to apply information to real-life situations.

State Goal	1,10
District Goal	
Program Goal	6,8

Related Area(s) study skills/reading in the content area

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Drawing Relationships and Forming Generalizations Group size: individual/small group/class Material: teacher generated ditto Procedure(s): . Give student a ditto describing several hooved animals, several clawed animals. They are then asked to draw relationships (similarities) among creatures in each group, and form generalizations concerning each group of creatures. Example: Cows, horses eat grass Cats, lions eat meat These are similarities - relationships Example: Hooved animals are herbivores. Clawed animals are carnivores. These are generalizations	Teacher observation, discussion discussion.	Burmeister, Lou E. Reading Strategies for Middle and Secondary School Teachers. 2nd ed. Reading, MA: Addison-Wesley Publishing Co., 1978 p.318-338. Dillner, Martha H. & Joanne P. Olson. Personalizing Reading Instruction in Middle, Junior, and Senior High Schools. New York: Macmillan Publishing Co., Inc., 1977 p. 73-76 Shepherd, David L. Comprehensive High School Reading Methods. 2nd ed. Columbus, OH: Charles E. Merrill Publishing Co., 1978 p. 131-134 Smith, Carl B., Sharon Smith, and Larry Mikulecky. Teaching Reading in Secondary School Content Subjects: A Bookthinking Process. New York: Holt, Rinehart and Winston, 1978. p. 270-276 Teacher generated ditto

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: READING IN THE CONTENT AREAS

SPECIFIC AREA: GENERAL STUDY TECHNIQUES

Test Taking

	Page	Suggested Grade Placement	District Placement 8	9	10	11	12
The student knows:							
. the reason for testing is to evaluate what the learner has learned and what the teacher has taught.		9-12					
. vocabulary terms unique to tests.	195						
. the purpose, type of test, and method of scoring (penalties for guessing, weighting, etc.), prior to studying for the test.							
. preparation techniques will vary depending on the type of test to be given: . Essay tests -- broad topics . Objective tests -- specific information . Open Book tests -- familiarity with text-specifics	191						
. that types of test questions include: Objective tests true/false, multiple choice, completion, matching Subjective tests essay, short answer	191						
. certain types of answers are required for certain types of questions.	191						
The student is able to:							
. anticipate types of test questions.	191						
. review and use various study techniques when preparing for a test.	197						
. follow directions related to format, scoring, type of response, procedures in answering test items.							
. proofread test responses.	195						
. pace the test so there is sufficient time to respond adequately.	195						
. use signal words and test vocabulary as aids to giving appropriate answers.							
. formulate an outline as an aid to taking an essay exam or subjective test.	187						
The student values:							
. the knowledge and techniques of test taking. . being mentally and physically prepared for a test. . evaluation procedures as an important part of the learning process.	187						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows preparation techniques will vary depending on the type of test to be given: Essay test--broad topics; objective tests--specific information; Open book test--familiarity with text (specifics) B. The student is able to review and use various study techniques when preparing for a test. C. The student is able to formulate an outline as an aid to taking an essay exam or subjective test.

State Goal	1,8
District Goal	
Program Goal	6,8

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Study Techniques Group size: entire class/individual Materials: copies of OK4R Reading Method Selected reading material Procedure(s): . Give students a copy of OK4R and selected reading material in which to apply the OK4R technique in preparation for a test. OK4R METHOD OF READING Before: 1. Overview. Take about five minutes to read introductory and summary paragraphs of the assignment. Then read center and side headings, or topic sentences if there are no headings, to determine general content and sequence of topics. Locate the main divisions. K 1. Key Ideas. Distinguish key ideas from secondary ideas and supporting materials. Convert headings or topic sentences into questions--a sure way to become involved in the author's ideas. R-1 During: 3. Read Read the sections or paragraphs consecutively to answer your questions and to see how supporting materials clarify or prove key points. Pay close attention to transitional words and phrases. If you are reading persuasive material, keep asking yourself: What is the evidence? Does it prove the point? Is	Observe and assist students in using OK4R method.	Millman/Pauk, How To Take Tests, McGraw Hill Pub. Co., N.Y. District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources
Is there enough support? Do I believe this? Why or why not? If you are reading exposition, ask yourself the following questions: What is the main point in this section? Does this example make the main point clear? How? Can I think of other examples? After: R-2 4. Recall After reading, test your memory and understanding. Without looking at the book, try to say or write the main points and supporting materials in your own words. If you cannot do so immediately after reading, you cannot hope to tomorrow in class or next week in an exam. Now --but not before--take brief summary notes in your notebook or underline key points in your book and make "recall" notes in the margins. Remember to understand first, then write. R-3 5. Reflect Step 4, Recall, will help fix the material in your mind. To make it really yours, go further: Think about it. Relating new facts and ideas to others you already know gives added meaning to new and old knowledge and establishes both more firmly in your mind. This is the essence of all creative thinking: the discovery of new relationships and new significance. R-4 6. Review To keep material fresh in mind, review it periodically. Reread your notes and say over the sequence of main ideas and supporting materials until you have them once more firmly in mind. Mastery is a never-ending process.		District Resources

OK4R METHOD OF READING

Before: O

1. Overview. Take about five minutes to read introductory and summary paragraphs of the assignment. Then read center and side headings, or topic sentences if there are no headings, to determine general content and sequence of topics. Locate the main divisions.

K

2. Key Ideas. Distinguish key ideas from secondary ideas and supporting materials. Convert headings or topic sentences into questions--a sure way to become involved in the author's ideas.

During: R-1

3. Read Read the sections or paragraphs consecutively to answer your questions and to see how supporting materials clarify or prove key points. Pay close attention to transitional words and phrases. If you are reading persuasive material, keep asking yourself: What is the evidence? Does it prove the point? Is there enough support? Do I believe this? Why or why not? If you are reading exposition, ask yourself the following questions: What is the main point in this section? Does this example make the main point clear? How? Can I think of other examples?

After: R-2

4. Recall After reading, test your memory and understanding. Without looking at the book, try to say or write the main points and supporting materials in your own words. If you cannot do so immediately after reading, you cannot hope to tomorrow in class or next week in an exam. Now -- but not before -- take brief summary notes in your notebook or underline key points in your book and make "recall" notes in the margins. Remember to understand first, then write.

R-3

5. Reflect Step 4, Recall, will help fix the material in your mind. To make it really yours, go further: Think about it. Relating new facts and ideas to others you already know gives added meaning to new and old knowledge and establishes both more firmly in your mind. This is the essence of all creative thinking: the discovery of new relationships and new significance.

R-4

6. Review To keep material fresh in mind, review it periodically. Reread your notes and say over the sequence of main ideas and supporting materials until you have them once more firmly in mind. Mastery is a never-ending process.

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows types of test questions include: Objective tests-true/false, multiple choice, completion, matching, fill-in; Subjective tests-essay, short answer. B. The student knows certain types of answers are required for certain types of questions C. The student is able to anticipate types of test questions.

State Goal	1,8
District Goal	
Program Goal	6,8

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Sample Test Questions Group size: Small groups Materials: Text, paper, pencil Procedure(s): • Have each group write 5 true/false, multiple choice, completion, matching, or fill in questions from material covered in the text. • Also have each group write 2 essay and short answer questions. • Exchange questions among the groups. Students answer questions analyzing differences in responses among the various types of test questions.	Through class discussion assist students in analyzing responses to test questions.	Millman/Pauk, How To Take Tests, McGraw Hill Pub. Co., N.Y.
		District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows vocabulary terms unique to tests B. The student is able to follow directions related to type of response, and procedures in answering test items.

State Goal	1,8
District Goal	
Program Goal	6,8

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Match game **Group size:** small group or individual, entire class **Materials:** key terms on separate cards **Procedure(s):** • Have students match key term to proper category. Categories are: A. Identification Terms 1. Sight 2. Define 3. Enumerate 4. Give 5. Identify 6. Indicate 7. List 8. Mention 9. Name 10. State B. Descriptive Terms 1. Describe 2. Discuss 3. Review 4. Summarize 5. Diagram 6. Illustrate 7. Sketch 8. Develop 9. Outline 10. Trace C. Relation terms 1. Analyze 2. Compare 3. Contrast 4. Differientiate 5. Distinguish 6. Relate D. Demonstration terms 1. Demonstrate 2. Explain why 3. Justify 4. Prove 5. show 6. Support E. Evaluative terms 1. Assess 2. Comment 3. Criticize 4. Evaluate 5. Interpret 6. Propose		**Now to take Tests** Millman/Pauk McGraw Hill **District Resources**

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources
E. Evaluative terms 1. Assess 2. Comment 3. Criticize 4. Evaluate 5. Interpret 6. Propose F. Exact terms 1. All 2. Always 3. Must 4. Necessarily 5. Never 6. No/none 7. Without exception G. Indefinite terms 1. Hardly ever 2. Rarely 3. seldom/infrequently 4. Some/sometimes 5. Almost/always 6. Usually 7. Often/frequently		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows vocabulary terms unique to tests.

B. The student is able to pace the test so there is sufficient time to respond adequately.

C. The student is able to proofread test responses.

State Goal	1,8
District Goal	
Program Goal	6,8

Related Area(s) _____

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Pace Yourself Group size: Individual Materials: Battery of sample objective test questions, clock Procedure(s): . Part I: Distribute a sample of 20 objective questions: true/false, matching, multiple choice, fill in. Students will be given 10 minutes to complete these. . Part II: Distribute two subjective questions, one short answer, one essay. Students will be given 20 minutes to complete these. Part III: Students will be given 10 minutes to evaluate progress in terms of speed and accuracy. * Suggested time allotments: objective 25% subjective 60% proofreading 15%	Observe students' pacing as they answer test items. Assist them in evaluating themselves.	Millman/Pauk, How To Take Tests, McGraw Hill Pub. Co., N.Y. District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows preparation techniques will vary depending on the type of test to be given: Essay tests--broad topics; objective tests--specific information; Open book test--familiarity with text (specifics). B. The student is able to review and use various study techniques when preparing for a test. C. The student is able to formulate an outline as an aid to taking an essay exam or subjective test.

State Goal	1,8
District Goal	
Program Goal	6,8

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Study Techniques
Group size: entire class, individuals
Materials: copies of 5R Notetaking Method; selected lecture.

Procedure(s):
Lecture and have students take notes according to 5R method.

THE NOTE-TAKING TECHNIQUE
The paper on which the notes are to be taken should be ruled to look like this:

2"	6"
Summaries and key words	Lecture notes

Reflection and synthesis ↕ 2"

This format provides the perfect opportunity for following through with the 5Rs of note-taking. Here they are:

1. Record. During the lecture, record in the 6-inch column as many meaningful facts and ideas as you can.

Suggested Monitoring Procedures

Possible Resources

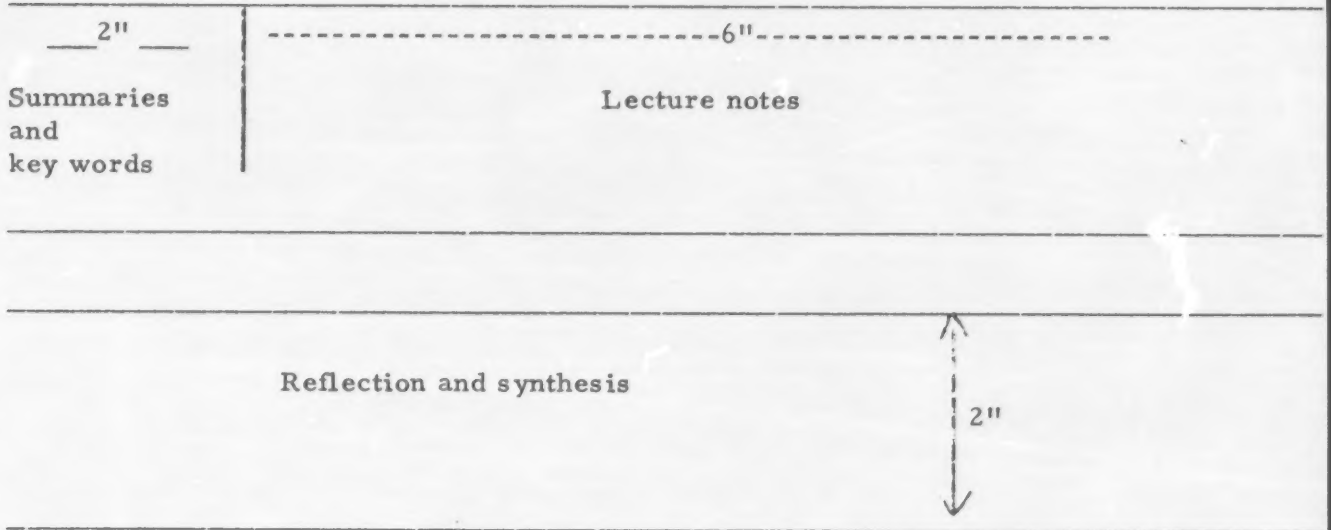
See Small Schools Language Arts Curriculum, grades 7-8, on notetaking and outlining pages 115-145.

District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Suggested Resources
2. Reduce. As soon after as possible, summarize these ideas and facts concisely in the 2-inch column. Summarizing clarifies meanings and relationships, reinforces continuity, and strengthens memory. Also it is a way of preparing for examinations gradually and well ahead of time. 3. Recite. Now cover the 6-inch column. Using only your jottings in the 2-inch column as clues or "flags" to help you recall, say over the facts and ideas of the lecture as fully as you can, not by rote, but in your own words and with as much appreciation of the meaning as you can. Then uncovering the notes, verify what you have said. This procedure is the most powerful study technique known to psychologists. 4. Reflect. Professor Hans Bethe, prominent nuclear physicist at Cornell University, has said that a student who goes only as far as his textbooks and lectures take him can become proficient, but never creative. Creativity, even real mastery of a subject, comes only with reflection. Seeing new material in the light of what you already know is the only road to original ideas, for having an idea is nothing more than discovering a relationship not seen before. And it is impossible to have ideas without reflecting--i.e. thinking. So that you do not forget the results of your reflections, record them in the space provided at the bottom of the sheet. 5. Review. If you will repeat Step 3 every week or so, you will retain most of what you have learned, and you will be able to use your knowledge to greater and greater effect.		District Resources

THE NOTE-TAKING TECHNIQUE

The paper on which the notes are to be taken should be ruled to look like this:



This format provides the perfect opportunity for following through with the 5 Rs of note-taking. Here they are:

1. Record. During the lecture, record in the 6 - inch column as many meaningful facts and ideas as you can.

2. Reduce. As soon after as possible, summarize these ideas and facts concisely in the 2-inch column. Summarizing clarifies meanings and relationships, reinforces continuity, and strengthens memory. Also it is a way of preparing for examinations gradually and well ahead of time.

3. Recite. Now cover the 6-inch column. Using only your jottings in the 2-inch column as clues or "flags" to help you recall, say over the facts and ideas of the lecture as fully as you can, not by rote, but in your own words and with as much appreciation of the meaning as you can. Then uncovering the notes, verify what you have said. This procedure is the most powerful study teachnique known to psychologists.

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5. Review. If you will repeat Step 3 every week or so, you will retain most of what you have learned, and you will be able to use your knowledge to greater and greater effect.

APPENDIX

READING IN THE CONTENT AREAS

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Mapping a Chapter	256
Adopting for Less-Able Reader	257
Remembering Activities	258
Teaching Reading With the Telephone Book	263

READING IN THE CONTENT AREAS
LIST OF KEY TEXTS

Aukerman, Robert C. Reading in the Secondary School Classroom. New York: McGraw-Hill Book Company, 1972.

Burmeister, Lou E. Reading Strategies for Middle and Secondary School Teachers. 2nd ed. Reading, MA: Addison-Wesley Publishing Company, 1978.

Dechant, Emerald. Reading Improvement in the Secondary School. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1973.

Dillner, Martha H. and Joanne P. Olson. Personalizing Reading Instruction in Middle, Junior, and Senior High Schools: Utilizing a Competency-Based Instructional System. New York: MacMillan Publishing Company, Inc., 1977.

Estes, Thomas H. and Joseph L. Vaughan, Jr. Reading and Learning in the Content Classroom: Diagnostic and Instructional Strategies. Boston: Allyn and Bacon Inc., 1978.

Forgan, Harry W. and Charles T. Mangrum II. Teaching Content Area Reading Skills: A Modular Preservice and Inservice Program. Columbus, OH: Charles E. Merrill Publishing Company, 1976.

*Garland, Colden. Developing Competence in Teaching Reading: Instructional Modules in Reading Education. Dubuque, IA: Wm. C. Brown Company Publishers, 1978.

Hafner, Lawrence E. Developmental Reading in Middle and Secondary Schools: Foundations, Strategies, and Skills for Teaching. New York: MacMillan Publishing Company, Inc., 1977.

Herber, Harold L. Teaching Reading in Content Areas. 2nd ed. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1978.

Karlin, Robert. Teaching Reading in High School: Improving Reading in Content Areas. 3rd. ed. Indianapolis: Bobbs-Merrill Comapny, Inc., 1977.

Olson, Arthur V. and Wilbur S. Ames. Teaching Reading Skills in Secondary Schools. Scranton, PA: International Textbook Company, 1972.

Robinson, H. Alan. Teaching Reading and Study Strategies: The Content Areas. 2nd ed. Boston: Allyn and Bacon, Inc., 1978.

Roe, Betty D., Barbara D. Stoodt, and Paul C. Burns. Reading Instruction in the Secondary School. Chicago: Rand McNally College Publishing Company, 1978.

Shepherd, David L. Comprehensive High School Reading Methods. 2nd ed. Columbus, OH: Charles E. Merrill Publishing Company, 1978.

Smith, Carl B., Sharon Smith, and Larry Mikulecky. Teaching Reading in Secondary School Content Subjects: A Bookthinking Process. New York: Holt, Rinehart and Winston, 1978.

Thomas, Ellen Lamar and H. Alan Robinson. Improving Reading in Every Class: A Sourcebook for Teachers. 2nd. ed. Boston: Allyn and Bacon, Inc., 1977.

* for elementary teachers

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ADDITIONAL RESOURCES

Dr. James D. Worthington

Useful resources for administrators, coordinators, and teachers are listed as a "basic" library of information on the topics Reading in the Content Area and Administration and Reading.

Carlson, Thorsten R. (ed.). Administrators and Reading. New York: Harcourt, Brace, Janovich, Inc., 1972.

Claybaugh, Amos L. and Burron, Arnold. Using Reading to Teach Subject Matter. Columbus, Ohio: Charles Merrill Publishing, 1974.

Herber, Harold L. Teaching Reading in Content Areas (2nd ed.). Englewood Cliffs: Prentice-Hall, 1978.

The following chart is provided which lists those books by authors which contain specific information on teaching reading in the various content fields. After the author's name, are the pages where the information may be found. Complete bibliographic data for each author is cited first.

Aukerman, Robert C. Reading in the Secondary School Classroom. New York: McGraw-Hill Book Company, 1972.

Burmeister, Lou E. Reading Strategies for Middle and Secondary School Teachers (2nd ed.). Massachusetts: Addison-Wesley, 1978.

Dechant, Emerald. Reading Improvement in the Secondary School. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1973.

Duffy, Gerald G. Reading in the Middle School. IRA, 1974.

Karlin, Robert. Teaching Reading in High School. Indianapolis, Ind. : The Bobbs-Merrill Company, Inc., 1964.

Olson, Arthur V. and Ames, Wilbur S. Teaching Reading Skills in Secondary Schools. Scranton, PA : Intext Educational Publishers, 1972.

Shepherd, David L. Comprehensive High School Reading Methods (2nd ed.). Columbus, Ohio: Charles E. Merrill Publishing Company, 1978.

Strang, Ruth, McCullough; Constance M. : and Traxler, Arthur E. The Improvement of Reading (4th ed.). New York: McGraw-Hill Book Company, 1967.

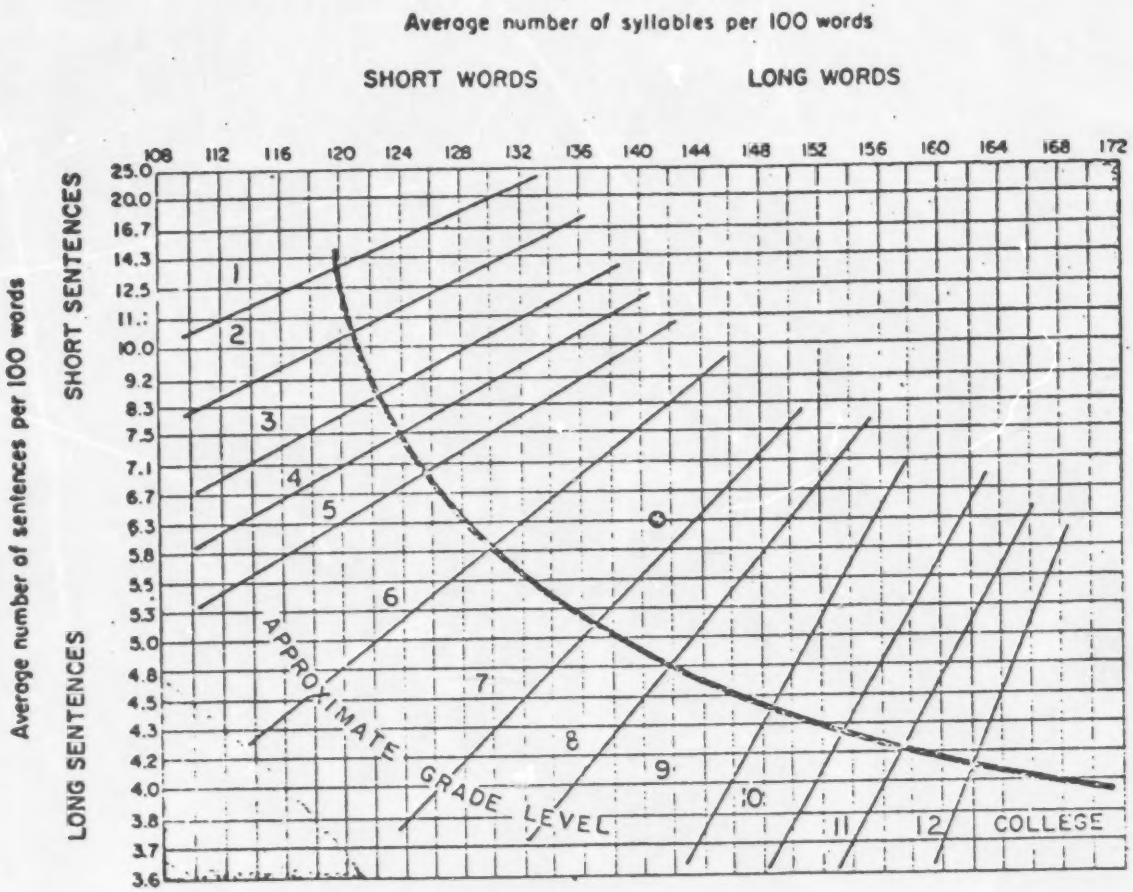
Thomas, Ellen Lamar and Robinson, H. Alan. Improving Reading in Every Class: A Sourcebook for Teachers. Boston: Allyn and Bacon, Inc., 1972.

(Each of the books listed on the previous page has extensive bibliographies which will lead the student to further resources.)

ART	BUSINESS EDUCATION	ENGLISH
Olson, 115 Shepherd, 345 Thomas, 455-464	Aukerman, 233-262 Shepherd, 305-320 Strang, 361-365 Thomas, 363-388	Aukerman, 137-162 Burmeister, DRA, 103, 104 197 Dechant, 301-304 Duffy, 130-139 Karlin, 167-181 Olson, 102-107; 183-215 Shepherd, 185-202 Strang, 300-321
FOREIGN LANGUAGE	HEALTH	HOME ECONOMICS
Shepherd, 342-345 Strang, 365-369 Thomas, 389-416	Karlin, 240-243 Olson, 115-116 Shepherd, 349-398	Aukerman, 265-288 Shepherd, 331-341 Strang, 369-374 Thomas, 417-436
INDUSTRIAL ARTS & VOCATIONAL	MATHEMATICS	MUSIC
Aukerman, 233-263 Dechant, 311-312 Karlin, 240-243 Olson, 114 Shepherd, 321-331 Strang, 374-375 Thomas, 341-362	Aukerman, 189-232 Burmeister, DRA, 101, 102, 198, 238, 239 Dechant, 306-309 Duffy, 153-164 Olson, 107-110 Shepherd, 273-304 Strang, 322-343 Thomas, 277-325	Olson, 114-115 Shepherd, 345-348 Strang, 375-377 Thomas, 437-446
PHYSICAL EDUCATION	SCIENCE	SOCIAL STUDIES
Olson, 115 Shepherd, 348-349 Thomas, 465-471	Akerman, 163-187 Burmeister, DRA, 100, 101, 198, 239, 240 Dechant, 309-311 Duffy, 166-174 Karlin, 237-238 Olson, 110-112 Shepherd, 231-271 Strang, 322,343 Thomas, 327-339	Aukerman, 99-135 Burmeister, DRA, 102 103, 199, 240 Dechant, 304-306 Duffy, 140-152 Karlin, 238-240 Strang, 344-359 Shepherd, 203-229

GRAPH FOR ESTIMATING READABILITY

by Edward Fry, Rutgers University Reading Center,
New Brunswick, New Jersey



DIRECTIONS: Randomly select three 100-word passages from a book or an article. Plot the average number of syllables and the average number of sentences per 100 words on the graph to determine the grade level of the material. Choose more passages per book if great variability is observed, and conclude that the book has uneven readability. Few books will fall in the gray area, but when they do, grade level scores are invalid.

EXAMPLE:

	SYLLABLES	SENTENCES
1st. Hundred Words	124	6.6
2nd. Hundred Words	141	5.5
3rd. Hundred Words	158	6.8
AVERAGE	141	6.3

READABILITY 7th GRADE (see dot plotted on graph)

For further information and validity data, see the April, 1968 Journal of Reading and the March, 1969 Reading Teacher.

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THE CLOZE PROCEDURE

+ A cloze passage is simply a 250 word passage (the length may vary as to age level and purpose) typed from a text being used.

+ Blank lines of equal length are substituted for every fifth word.

+ The entire first and last sentences are usually left intact.

+ The test is given without time limits, to students who have not read the passage. The students write the word they think was deleted.

+ Responses are correct when they exactly match that which the author has written. Disregard minor misspellings.

HINTS WHEN ADMINISTERING A CLOZE:

You might find it helpful to advise the student to skim the material several times before he writes any words. This will help him become familiar with the author's style. Emphasize that he will write the word he thinks the author used rather than words he would use himself. Calm students' fears by assuring them that it is impossible to achieve 100". Rather let them try to think like the author. Remind the student also that he will not be graded. It is simply to determine how well one can handle the text. No time limit should be imposed.

CONSIDERATIONS WHEN USING A BOOK PASSAGE:

Books may vary in difficulty level throughout different portions of the text.

Teachers should be particularly aware of variations in reading level, as in anthologies.

A more accurate measure is found by using more than one cloze passage from the same book.

SCORING A CLOZE:

In scoring the passages only the exact word, or author's response, is counted as correct. Synonyms or other semantically or syntactically correct words which do not duplicate the original text are counted as incorrect. The percentage correct does not change markedly when synonyms are allowed. On the other hand, scoring synonyms becomes very judgemental and is often difficult. Spelling errors are not counted if the word intended can be determined. Scoring is rapid if an overlay or template is constructed.

Recommended guidelines for percentage correct:

Independent level = 60 to 100
Instructional level = 40 to 60
Frustrational level = 40 and below

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Scores above 40% indicate that students have supplied appropriate replacements for deleted words and will probably not have much difficulty reading the book at the literal level. Scores below 40% do not necessarily mean that the student will have difficulty reading the material. The teacher may discover that the student has chosen better or more appropriate synonyms than the author of the passage. It is appropriate at this time to read for synonyms. If the student has not written appropriate or relevant synonyms, the teacher can expect that the student will have difficulty reading the textbook. A cloze score above 60% usually indicates that the material is easy enough to read without assistance.

WHAT THE CLOZE INDICATES TO THE TEACHER:

A. If a student gets 60% or more correct on a cloze passage the book is too easy to provide challenge and should be supplemented or replaced with more difficult reading material in order to achieve optimum student progress.

B. If the percent correct falls between 40-60% the book is of appropriate difficulty for that student.

C. If the percentage correct falls much below 40% the teacher should search for easier books for this group, or provide much preteaching of vocabulary and concepts prior to expecting the student to read.

MAJOR ADVANTAGES:

The results provide a measure of the match between the language of the reader and the language of the text. Items on traditional compehension tests can often be answered by general background knowledge possessed by the student. With a cloze the results are more related to the specific material to be read.

All tests used as placement tests should give the teacher some indication of the student's ability to grasp information in the form presented in the classroom. Cloze thus obtain a relatively accurate measure of the student's ability to read.

Clozes cause the reader to:

a. think critically of appropriate alternative meanings that are consistent with grammatical features of the deleted part of the sentence

b. understand the content

c. develop contextual clues in both recognition and comprehension

d. expand vocabulary choices

Advantages of cloze have been documented. Research evidence indicates that the difficulty of passages is ranked as effectively with cloze as with lengthy readability formulas.

The cloze worksheet is easy to prepare. Administering and scoring is simple and straightforward.

Cloze uses group administration.

Take less time when trying to match a student with the reading book than administering an informal reading inventory. Few teachers have an hour to test a student before selecting texts for each instructional unit.

DISADVANTAGES:

Some people recommend giving cloze sheets frequently to teach students to develop the ability to use context clues. The evidence from research is overwhelmingly against such use.

Cloze is primarily a measure of redundancy in language. Texts that violate traditional language patterns may need another procedure to match pupil and book.

IN CONCLUSION:

Research evidence suggests use of the cloze procedure for matching reading ability of student to difficulty level of the text. Don't abandon the traditional achievement tests, readability formulas, teacher observations and informal reading inventories, but consider the advantages that the cloze may have for you.

+Use of Cloze to Determine Readability of Expository Materials

Dr. Joseph W. Culhane

CLOZE is a procedure whereby words are deleted automatically from a printed passage according to a predetermined word count. The mutilated passage is then retyped; the deleted words are replaced by blank spaces of uniform length. Students are then asked to read the mutilated passage and, using their prior knowledge and the content of the passage, to reinsert the words which have been deleted. For example, a cloze package about the general background of cloze might look as follows: (Every 5th word has been deleted; replace the exact word. You will find the deleted words on page _____, but try to complete the passage before referring to the list.)

I. Cloze as a means __1__ assessing the comprehensibility of __2__ passage was initiated in 1953 __3__ Wilson Taylor. Several researchers __4__ Bormuth, Bankin, Weaver, Jenkinson, __5__ Ruddell have picked the __6__ up and used it __7__ assessment purposes. Rankin found __8__ correlations between cloze tests __9__ other measures of reading __10__. Bormuth and Rankin established __11__ comparability of cloze and __12__ - choice test scores. Bormuth __13__ found cloze to be __14__ a better measure of __15__ than existing formulae since __16__ assesses students abilities to __17__ and understand while actively __18__ in the reading process.

+This same information is contained in the January issue of Clearinghouse.

Taylor's _____ has indicated that due _____ the occurrence of many _____ "little" or structure words _____ deleted than content words, _____ cloze test should consist _____ fifty deleted items.

Recent research has also indicated two other key points:

1. In comprehension testing and in determining readability, every 10th word is usually deleted.
2. There is no significant difference between exact word replacements and synonym replacements. However, to avoid hair splitting, haggling, and to keep an assessment objective, only exact word replacements are counted correct. Synonym replacements for deleted words may be used for teaching, especially if followed by discussion.

When using cloze to assess the ability of a class to read a particular piece of expository material, the following steps are followed:

1. Select a passage of approximately 250-300 words near the beginning of the material.
2. Using an automatic any-word deletion process, count off and cross out, in pencil, every 5th word (Proper names, numbers, and dates are often left intact unless there are enough context clues available to help students).
3. Retype the passage, inserting a blank of about 10 spaces in place of the crossed-out word. Note, if the passage is to be reused, number the blank spaces and provide an answer sheet.

4. Administer the mutilated passage to the class. Tell the students to read through the passage first; then, using their prior knowledge and available context clues, replace the words that have been deleted. Tell them the words may be big or little words. The blank length offers no clue. You may also indicate that there is no passing or failing.

5. Score the passages giving credit only for exact words replaced.

6. Divide the number of correct replacements by the total number of blanks in the passage to determine the "cloze percentage score."

7. Use the following table to determine if the material will be on an Independent, Instructional, or Frustrational level for each student.

*Score range	Reading level		ETS Standardized Multiple Choice
Below 40%	Frustration	----	below 50%
From 41% to 60%	Instructional	----	75-89%
Over 61%	Independent	----	90-100%

*Score ranges and correspondence to multiple-choice test score determined in study by Rankin and Culhane in December 1969 Journal of Reading.

Quite naturally, some adjustments may have to be made for those scoring near upper or lower levels in either range. However, this system has been used quite successfully by teachers and found to be effective in determining, within a class period and for entire groups at a time, exactly who is going to experience difficulty in handling the material, and for whom the reading will be so easy as to be non-instructional. Try it initially on a class where you know the performing level of the students to help you see the accuracy of this method.

STEPS TO PREVIEWING

From now on we want you to preview everything before you read. Previewing is the single most important technique you can adopt to improve your reading ability. The steps to previewing are summarized below. Study and learn them. Apply them to all your reading and study matter.

Step 1. Read the Title. Discover what the subject will be and how it will be presented. Try to see how the writer feels toward his subject, what special views he proposes.	Step 4. Read First Paragraph. An author's opening is his first opportunity to address the reader See what insights he offers, what assistance and advice he gives his reader.
Step 2. Read the Subhead. Subheads are included to give the reader a brief digest of the chapter. Most often used in textbooks, they are any important aid to organization.	Step 5. Read Last Paragraph. The final paragraph is the author's last chance to reach his reader. Whatever final advice or information he has to give will appear here. Look for it.
Step 3. Study Illustrations. Maps, charts, tables, graphs, diagrams and pictures all help the reader visualize some of the important elements of the chapter of lesson. Study them.	Step 6. Skim Through. As a final preparation for reading, skim the entire chapter. Look for keys to organization; see how the presentation is structured and arranged.

PQ4R

Preview - don't plunge ahead and read, practice preview together (1) What in general is content of chapter? (2) What big points will be discussed? You will need about _____ minutes, general subject matter? What aspects of subject will be discussed? Could you possibly give them in order? (five fingers). Find hidden outline? Preview homework in class. Preview everything you read.

FRUSTRATION

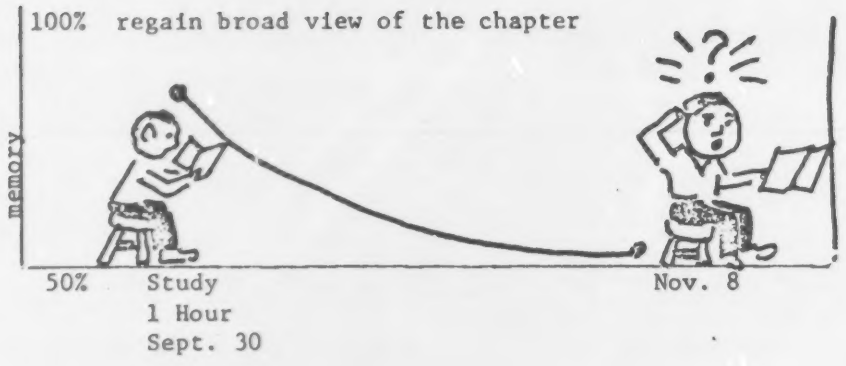
INSTRUCTIONAL

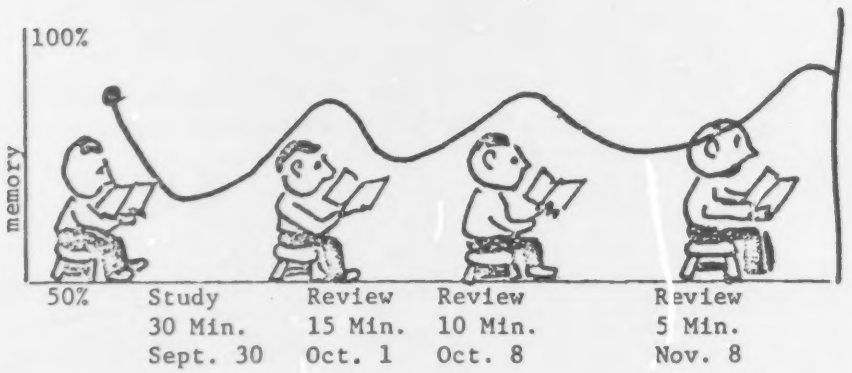
INDEPENDENT LEVEL

QUESTION (1) before reading (2) after reading (3) before paragraph Q (4) after Q answered

Heading from your textbook	Questions with which you approach from your reading of the section
	Your teacher would ask question Get at important content
READ	REFLECT
	Walk through -- reread -- can I make a generalization?
RECITE	Shorthand mark book about-abt Self-recitation five fingers Flag As

REVIEW





check important subpoints
overlearning
spaced reviews

Summary PQ4R

1. consider why you're reading
2. preview the book
3. approach with broad questions
4. read - reflect
5. recite
6. review

EFFECTIVE STUDY FORMULA

Survey

TITLE
HIT THE HEADLINES (BOLDFACE)
INTRODUCTION
ITALICIZED WORDS
VOCABULARY LIST
PICTURES, GRAPHS, CHARTS
SUMMARY

Question

TURN HEADINGS INTO QUESTIONS OF YOUR OWN

READ THROUGH QUESTIONS FOUND IN TEXT

ESTABLISHES PURPOSE *******

Read

ADJUST RATE TO PURPOSES

REFLECT ON ANSWERS TO QUESTIONS

MAKE MENTAL OR WRITTEN NOTES

Recite

CLOSE YOUR BOOK

RECITE TO YOURSELF MAIN IDEAS

FILL IN SUPPORTING DETAILS

50% STUDY TIME SHOULD BE IN

SELF-RECITATION

Review

REREAD PARTS RELATING TO THE QUESTIONS YOU COULDN'T RECITE

WRITE OR STUDY NOTES

WRITE ANSWERS TO QUESTIONS

THE SURVEY Q3R METHOD OF STUDY*

The title for this new higher-level study skill is abbreviated in the current-fashion to make it easier to remember and to make references to it more simple. The symbols stand for the steps which the student follows in using the methods; a description of each of these steps is given below.

SURVEY

(1) Glance over the headings in the chapter to see the few big points which will be developed. This survey should not take more than a minute and will show the three to six core ideas around which the rest of the discussion will cluster. If the chapter has a final summary paragraph this also will list the ideas developed in the chapter. This orientation will help you organize the ideas as you read them later.

QUESTION

(2) Now begin to work. Turn the first heading into a question. This will arouse your curiosity and so increase comprehension. It will bring to mind information already known, thus helping you to understand that section more quickly. And the question will make important points stand out while the explanatory detail is recognized as such. This turning a heading into a question can be done on the instant of reading the heading, but it demands a conscious effort on the part of the reader to make this query for which he must read to find the answer.

READ

(3) Read to answer that question, i. e., to the end of the first headed section. This is not a passive plowing along each line, but an active search for the answer.

RECITE

(4) Having read the first section, look away from the book and try briefly to recite the answer to your question. Use your own words and name an example. If you can do this, you know what is in the book; if you can't, glance over the section again. An excellent way to do this reciting from memory is to jot down cue phrases in outline form on a sheet of paper. Make these notes very brief; NOW REPEAT STEPS 2,3, and 4 ON EACH SUCCEEDING HEADED SECTION. THAT IS, TURN THE NEXT HEADING INTO A QUESTION. READ TO ANSWER THAT QUESTION, AND RECITE THE ANSWER BY JOTTING DOWN CUE PHRASES IN YOUR OUTLINE. READ IN THIS WAY UNTIL THE ENTIRE LESSON IS COMPLETED.

REVIEW

(5) When the lesson has thus been read through, look over your notes to get a bird's-eye view of the points and of their relationship and check your memory as to the content by reciting on the major subpoints under each heading. This checking of memory can be done by covering up the notes and trying to recall the main points. Then expose each major point and try to recall the subpoints listed under it.

*Francis P. Robinson. Effective Study. 3rd edition. New York: Harper + Brothers 1960.

SOME SUGGESTIONS FOR EFFECTIVE STUDY

I. Arrange a weekly time schedule.

a. Reserve some definite daily periods for study.
b. Plan your day around your time available for study.
c. Study just before or just after class.
d. Devote 5 - 10 hours (junior high) a week to study - more if you are
20 - 25 hours (senior high) having difficulty
25 - 30 hours (college) with your work.

II. When you study, read carefully.

a. Read the summary first or (if there is one) read paragraph headings to get the general meaning.
b. Read in detail, looking for the points stressed in the summary or paragraph headings.
c. Recite to yourself or ask yourself questions after each section of the chapter. Review the topic you have just read as completely as you can without referring to the book. Check back for points you may have overlooked.
d. Don't skip the unfamiliar words or technical terms. Keep a dictionary within reach as you study.

III. Take notes in such a way that they will be useful later.

a. Write down meaningful statements of thought. They can be short sentences, phrases or outlines of major points. Don't attempt to take down everything.
b. Organize your notes to show relationships.
c. Keep your notes neat and well organized.

IV. Examine your working conditions with an eye to improvement.

a. Study in a place free from distractions.
b. Study in a certain place at a scheduled time.
c. Review each day's lecture as soon after each class as possible.
d. Study at a desk or table.
e. See that the lighting is adequate.

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IMPROVING READING THROUGH THE ASSIGNMENT

STUDENT

1. What am I going to read?
   STOP AND THINK
   - What materials should I use to complete the assignment?
   - How long will it take me to read the assignment?
   - Is the author qualified to write about the topic?
   - Are there any reading clues within the selection?
   - Is it fact or opinion?

2. What do I already know about this topic?
   STOP AND THINK
   - What information do I already believe about the topic?
   - What do I want to find out about the topic?
   - What is interesting about the topic?

3. What should I learn from this reading?
   STOP AND THINK
   - What instructions was I given to guide my reading?
   - For what purpose was I told to read?
   - How does my purpose relate to the teacher's purpose?

TEACHER

1. What selection will be assigned to fulfill the instructional purpose?
   CONSIDERATIONS
   - Is the selection content appropriate to the instructional purpose? (content--skill)
   - Is the length suitable to students' reading rates and assignment time?
   - Are the reading levels and content (concept load) appropriate to students?
   - What graphic clues, illustrations, captions, and charts aid the reading?
   - Is the selection informational or persuasive?
   - Is the author reliable?

2. What background and interest do students have related to the topic?
   CONSIDERATIONS
   - How can experience be diagnosed?
   - How can experience be supplemented?
   - What motivational devices can create interest? (Problem solving, laboratory or hands-on activities, subgrouping, simulations, curiosity arousal, games.)
   - How will students be prepared to read?

3. What should students learn from the selection?
   CONSIDERATIONS
   - What should students remember from reading?
   - What skills are necessary for reading comprehension of the selection?
   - For what purpose will students be instructed to read? Teacher purpose--student purpose.

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4. How do I read the selection?
STOP AND THINK
- Are there any graphs, charts, maps, illustrations, pictures, special print, formulas, examples, equations, or diagrams that will help me understand the material?
- What happens when I come across any unfamiliar vocabulary words?
- Do I use a dictionary, glossary, the structure of the word, or the context?
- Do I survey and recognize the general framework of the entire chapter, assection, or some other meaningful unit?
- Do I take notes while surveying, reading, or as review?
- Are there any questions to guide my reading? (Text, teacher, mine.)
- Do I know the controlling idea of the selection?
- Are there any words or phrases that I don't understand?
- What is the author's intent in writing this?

5. After reading the assignment, how do I: 1) organize it, 2) summarize it, 3) evaluate it, 4) apply it?
STOP AND THINK
- Do I know what kind of retention is expected?
  a. unaided recall--remember everything without aid, as in an essay exam.
  b. main points (concepts)
  c. only points connected with certain topics (details and relevant facts)
  d. aided recall adequate for true-false or multiple choice test.

4. How should students be guided through the reading?
CONSIDERATIONS
- Do graphs, charts, maps, illustrations, pictures, print, formulas, examples, equations and diagrams aid in comprehension?
- What process is used to identify potentially difficult vocabulary?
- What process should be used to present unfamiliar vocabulary words? 1) context, 2) structural analysis, 3) dictionary, 4) vicarious experience, 5) field trips, realia, demonstration.
- Does understanding of the organizational structure aid reading of the selection? 1) fact and opinion, 2) chronology, 3) enumerative order, 4) comparison and contrast, 5) cause and effect, 6) generalizations and supporting details.
- How will special language problems be dealt with? 1) figurative language, 2) idiomatic expressions, 3) cultural expressions.
- What is the controlling idea (thesis) of the selection?
- What is the author's purpose of intent?

5. What guidance will be provided to help students organize evaluate, and apply the information?

6. Was the assignment successful?
CONSIDERATIONS
- Did students accomplish the instructional purpose of the assignment?
- What evaluative method proved it? a) completion c) essay b) true-false d) multiple choice
- Did my reading strategy relate to the type of test I will give?
- Do I teach test-taking techniques?

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e. recall accompanied by inference or critical thinking as in an essay exam or for class discussion.

- What was I expected to produce as a result of this assignment?

7. How will this assignment be considered in relation to overall objectives and testing for this unit?
8. What follow-up activity should be planned to review and/or reinforce skills, content, or both?

Adapted from A Reading to Learn Model

Developed by: John Horbacz, Barbara Pigford, Ruth Mitchell, Chet Meyering, Chuck Reser
Palmer High School
Colorado Springs, Colorado

DIRECTED READING LESSON

The directed reading lesson is a teaching strategy that readily applies to content area teaching because it meets needs at various levels. Readiness is emphasized and developed before the students are asked to read. Students are encouraged to read for a purpose, to relate the material to their background of experience and knowledge. They then evaluate the information by making judgments about the significance, accuracy, and pertinence of what they read*

1. PREPARATION FOR READING

a. Investigating and expanding the background of student experience.
   1. Finding out what the students know.
   2. Noting the students' misconceptions.
   3. Filling in with information to give the students an adequate background for understanding the textbook.
   4. Arousing student interest.
   5. Giving them an awareness of the significance of the information.

b. Previewing the Reading Material.
   1. Noting the basic structure of the information - the introduction, summary, specific sections.
   2. Discussing the title and subtitles.
   3. Directing attention to the graphic aids: maps, pictures, diagram, etc.
   4. Noting study aids: specific summaries, questions, vocabulary lists.
   5. Noting new vocabulary which is usually italicized in a textbook.

c. Introduce the Vocabulary Pertinent to the Fundamental Concepts.
   1. Clarifying basically the fundamental conceptual terms, usually one to five in number.
   2. Analyzing the structure of the words, if necessary, to aid word recognition.
   3. Assisting students to bring their experiences to bear on the meaning of words.
   4. Alerting students to the specific meaning as the word is used in the text.

d. Evolve Purposes for Reading.
   1. Evolving purposes in terms of the students' own backgrounds and needs and in terms of the understandings desired from materials.
   2. Helping students to think of purposes as well.

2. READING THE MATERIAL SILENTLY

a. Noting the students' ability to adjust their reading to the purpose selected and to the material.

b. Observing students to note specific areas of need.
   1. Vocabulary: recognition of the word, specific meaning as applied to the content.
   2. Comprehension: organization of data, finding answers to purposes, noting relationships within data.

3. DEVELOPING COMPREHENSION

a. Discussing answers to purpose questions.

b. Clarifying and guiding further development of the concepts and vocabulary, introducing new vocabulary if needed.

c. Assisting the students in noting organization of information and in recall of pertinent facts.

d. Noting need for further information from both the text and other source materials.

e. Redefining purposes; setting new purposes for reading.

4. REREADING (silent and/oral, in part or in entirety)

a. Clarifying further the essential, pertinent information and concepts.

b. Giving specific skill training in comprehension as indicated by needs of individuals and the group.

*A careful study of the reading/thinking process is outlined by Russell G. Stauffer in his book. Teaching Reading As A Thinking Process. The book was published in 1969 by Harper and Row, Inc.

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1. Seeing organization of data.
2. Interpreting data: drawing conclusions, making inferences, making generalizations, seeing interrelationships of data.
3. Evaluating: making judgments, noting author's intent, seeing the significance of the material, noting the use of language.
4. Applying information of real life situations, formulating new ideas, reorganizing old ideas.
5. Noting use of words: emotive, new meanings, contextual usage, technical terms, indefinite and general terms.
6. Setting up areas for further reading and research.

5. FOLLOWING UP THE INFORMATION

a. Setting up problems requiring further information.
   1. Using problem-solving; delineating the problem.
   2. Locating additional information.
   3. Reading to get additional information.
   4. Selecting and organizing pertinent ideas related to the problem.
   5. Concluding and generalizing from data.
   6. Preparing the presentation of the report.

b. Choosing supplementary recreational reading augmenting the topic to develop and extend interests, attitudes and appreciations.

c. Extending further understandings and clarifying further concepts as necessary.

d. Analyzing the information and helping students relate it to their own lives.

The teacher is the key element in implementing the directed reading/thinking plan. By using a systematic approach to the teaching of content material, students are guided through the reading material. The reading/thinking plan goes beyond role learning and memorization of data. The teacher guides and directs pupils to seek information, to evaluate it, and to apply it.

The teacher is in command to guide, instruct, and develop the student's ability to think about the material. This procedure is very similar to the various study formulas which students can be taught to use. The SQ3R* is probably the most frequently used.

Reference

Reading in Content Areas,
Program Planning Design

by Reading Effectiveness Program
Indianna Department of Public Instruction
120 W. Market Street - 10th Floor
Indianopolis, IN 46204

Phone (317) 633-4978

STEPS IN PREPARING A READING-STUDY GUIDE

Assumptions are made that materials to be read have been selected on the basis of:

a. significance to discipline
b. student interest-as material related to discipline
c. importance and application of understandings developed in the discipline and outside it.

STEP #1. Analyze the assignment for content.

a. What are the concepts I wish to develop?

b. What is the information I wish to emphasize?

STEP #2. Analyze the assignment materials.

a. How difficult is the assignment? Readability _____ Vocabulary _____

b. How is the information organized?

1. Compare/Contrast _____ 2. Cause/Effect _____ 3. Time/Sequence _____ 4. Listing _____

STEP #3. Process

a. What do I want the students to do with the information? (level of comprehension - application)

b. What are the skills they must use to do it?

c. What skills do they have? (NO assumptions!!)

Reading Level
Skills for particular lessons

d. What skills must I develop?

STEP #4. Analyze what assistance must be provided.

a. Vocabulary

b. Comprehension

c. Reasoning

STEP #5. Decide how to provide the needed assistance.

a. Vocabulary development? How shall I "model" new words?

b. Comprehension?

c. Reasoning?

Shirley Petty Anchorage School District
2/75

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SAMPLE STUDY GUIDE

THE FISHES

Fern Cleary
Pinellas County Fla.
Secondary Reading

I. Concepts:

1. Fishes are verebrate animals with fins, scales, and a two chambered heart.
2. Fish organs are adapted to an aquatic habitat.
3. Fishes are classifed as jawless fishes, cartilaginous fishes, and bony fishes.
4. Some fishes are helpful and harmful to man.

II. Vocabulary

1. Fishes - more than one fish.
2. Vertebrate (ver′ ta brāte) - that has a backbone.
3. Fins - movable winglike part of a fish's body.
4. Scales (skālz) - thin, flat, hard plates forming the outer covering of fishes
5. Chamber (chām′ber) - enclosed space in a body organ.
6. Organ (or′gan) - two or more body tissues having the same function or job.
7. Adapt (a dapt) - to adjust or fit into.
8. Aquatic (a kwat′ik) - living in water.
9. Habitat (hab′ə tat) - place where an animal or plant lives.
10. Classified (klas′ ə fid) - arranged or grouped.
11. Jawless - no jaws.
12. Cartilaginous (kar′tə laj′ə nəs) - made of tough, elastic substance. (your nose has cartilage)
13. Bony (bon′i) - of bone.

III. Read pages 247-250 in The Biological Sciences book and answer the following questions:

* 1. Fishes are the most numerour of the _____(pg. 247-para. 1)
* 2. List the three (3) groups of fishes.
** 3. What are four (4) characteristics of most fishes? (pg. 247 para. 2 & 3)
** 4. Name some of the fins found on bony fishes.
*** 5. From your observations of fishes and from the picture on pg. 247, how would you describe the functions of the different fins?

JAWLESS FISHES

* 6. Jawless fishes are without paired _____ or movable _____.
** 7. Tell how hagfishes and lampreys obtain their food. (pg. 247 para. 6 & 248 para. 1)
*** 8. Why do you think that lampreys and hagfishes might be called "vampires of the sea?" (pg. 248 para. 1)

* Literal
** Interpretive
*** Evaluative

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CARTILAGINOUS FISHES:

* 9. WHAT KIND OF SKELETON DO CARTILAGINOUS FISHES HAVE? (pg. 248 par. 2)

** 10. NAME THREE (3) KINDS OF CARTILAGINOUS FISHES.

* 11. WHAT IS THE CHIEF ORGAN OF LOCOMOTION IN THE SHARK? (pg. 248 par. 4)

** 12. NAME SEVERAL OTHER DISTINCTIVE FEATURES OF SHARKS. (pg. 249)

** 13. DESCRIBE THE TEETH OF MOST SHARKS.

** 14. TELL ABOUT THE TAIL OF SKATES AND RAYS. (pg. 249 par. 3)

BONY FISHES

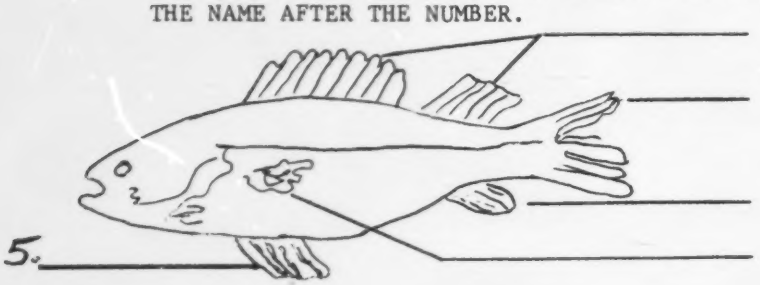
** 15. WHAT MAKES UP THE SKELETON OF BONY FISHES?

** 16. DESCRIBE THE SWIM BLADDER FOUND IN MOST BONY FISHES.

* 17. BONY FISHES HAVE A GILL COVERING OR _____ OVER THE GILLS (pg. 249 para. 4)

*** 18. LIST WAYS THAT YOU THINK FISHES ARE HELPFUL AND HARMFUL TO MAN.

IV. VOCABULARY ACTIVITIES: TURN TO PAGE 247 IN THE BIOLOGICAL SCIENCES. SELECT THE CORRECT NAME FOR EACH OF THE NUMBERED FINS. THEN, WRITE THE NAME AFTER THE NUMBER.



1. _____
2. _____
3. _____
4. _____

SELECT FROM THE ANSWER COLUMN AT THE LEFT THE WORD WHICH BEST MATCHES THE STATEMENT AT THE RIGHT. PUT THE NUMBER OF THE WORD IN THE PROPER MAGIC-SQUARE BOX. IF YOUR ANSWERS ARE CORRECT, THEY WILL FORM A MAGIC-SQUARE. THE TOTAL OF NUMBERS WILL BE THE SAME IN EACH ROW ACROSS AND DOWN TO FORM THE MAGIC NUMBER.

1. jawless	a. Living in water.
2. habitat	b. Two or more body tissues.
3. organ	c. Movable winglike part of a fish's body.
4. bony	d. Place where plants or animals live.
5. fins	e. Of bone.
6. vertebrate	f. Fish heart has two of these.
7. aquatic	g. Animal with a backbone.
8. cartilaginous	h. Made of tough, elastic substance.
9. chambers	i. Having no jaws.
10. scales	
11. adapt	
12. classified	

A	B	C
D	E	F
G	H	I

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The magic number is _____

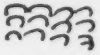
THE FISHES

(Vertebrate animals)

Characteristics

Fins

Scales

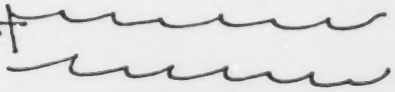


2 chambered heart

Habitat

Fresh Water

Salt Water



Helpful

Food
Vit. A
Leather Goods
Sport
Oil

Harmful

Attack Man
Kill Game Fish
Poisonous

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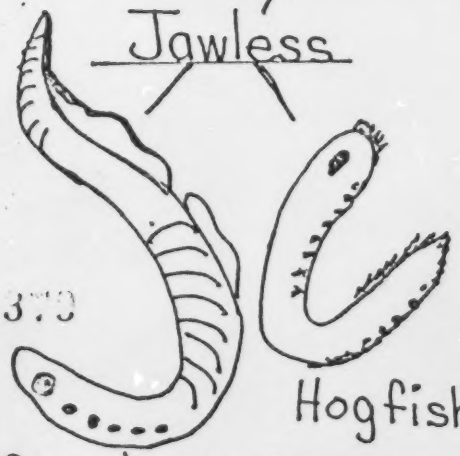
3 groups

Jawless

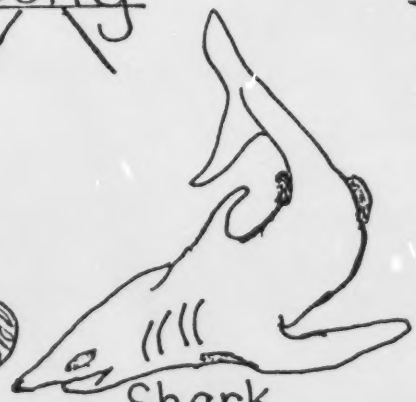


Hogfish

Sea lamprey

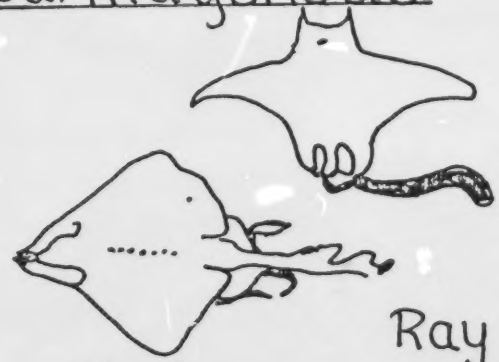
Bony

Clown



Shark

Cartilagenous



Skate

Ray

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MATCH IT ! ! !

THE FISHES ! ! ! !

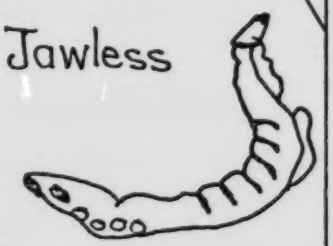
DIRECTIONS:

TAKE THE GAME CARDS FROM THE ENVELOPE ON THE BACK OF THE GAME BOARD.

MATCH EACH CARD TO A SPACE WHICH HAS A WORD, SYMBOL, OR PHRASE WHICH MEANS THE SAME THING.

WHEN ALL THE MATCHES HAVE BEEN MADE, PUT THE PLASTIC SHEET ON TOP OF THE GAMEBOARD, CARDS AND ALL, THEN FLIP IT !

CAREFULLY LIFT OFF THE PLASTIC SHEET,DOES THE PICTURE MAKE SENSE???? IF NOT, YOU HAVE MADE A MISTAKE. IF SO, CONGRATULATIONS! ! YOU HAVE DONE WELL! ! ! ! ! ! !

Cartilagenous Fish	Place where a plant or animal lives	Jawless  Sea Lamprey
Chamber	Living in Water	Classified
Bony	To adjust or fit into	Vertebrate animals

MATCH IT ! ! !

TEACHER DIRECTIONS:

PASTE A 6 x 6 PICTURE ON THE BACK OF THE GAME CARDS BELOW. WHEN DRY, CUT OUT THE GAME CARDS.

PASTE AN ENVELOPE ON THE BACK OF "MATCH IT" PAGE 2. PLACE THE GAME CARDS IN THE ENVELOPE.

STUDENTS MAY PLAY THIS VOCABULARY RE-ENFORCEMENT GAME INDIVIDUALLY OR IN SMALL GROUPS.

Shark	Habitat	Group of fish with no jaws
Enclosed space in a body organ	Aquatic	Arranged or Grouped
Group of fish with bones	Adapt	All animals that have a backbone

STUDY GUIDE

ADVENTURES IN AMERICAN LITERATURE
THOREAU: WALDEN

Directions: Below are some sentences from Walden:

A. "I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived."

B. "Our life is frittered away by detail." "Simplify, simplify."

C. "It (the nation) lives too fast."

D. "What news!" "How much more important to know what that is which was never old."

E. "When we are unhurried and wise, we perceive that only great and worthy things have any permanent and absolute existence, that petty fears and petty pleasures are but the shadow of the reality."

F. "Time is but the stream I go a-fishing in."

PART I

Consider the following statements. Do you think Thoreau would have approved of them? In Column A answer YES or NO.

PART II

In Column B write the letter indicating the quotation of Thoreau which you considered in deciding your answer.

PART III

For Number 10, write an original statement which you think Thoreau would have liked. This should be based on E.

A	B		
_____	_____	1.	I have to stay up to listen to the eleven o'clock news.
_____	_____	2.	I am going to give these extra hats to my cousin.
_____	_____	3.	I have to attend three meetings today.
_____	_____	4.	I'd rather take the side roads than the thruway.
_____	_____	5.	I have all the time in the world to watch the sunset.
_____	_____	6.	I'm collecting pictures of my favorite actor. I now have seventy-nine pictures.
_____	_____	7.	The president of the company spent Monday in New York, Tuesday in Chicago, and Wednesday in San Francisco.
_____	_____	8.	I'm going to budget some time for myself each day so that I'll have a little time to think.
_____	_____	9.	My life will be ruined if I'm not elected to this club.
yes	E	10.	_____
			_____
			_____

DICKINSON: "FINAL HARVEST"

DIRECTIONS: Read the following set of statements. Place a check on the numbered line for each one you find acceptable. Be ready to share reasons for your decisions.

Next, read the poem by Emily Dickinson which follows the statements. Then go back over each statement and decide if Dickinson whould agree with you. Circle the number of each statement you believe she would accept. Discuss in your groups the possible reasons for the similarity and difference between your view and Dickinson's.

_____ 1. Time is the eternal healer; all our wounds will eventually abate.

_____ 2. Strife develops the firmest resolve in people; they will endure in spite of it.

_____ 3. Love for one can never be unrequited, if love for another is found.

_____ 4. The poet and artist have moments of deepest insight after periods of loneliness and despair.

_____ 5. When there's a will, there's a way.

_____ 6. Man, like the oak, must weather the storm to gain whatever benefits it may offer.

_____ 7. Ills which are conjured up by our minds and disappear after a while are not the real causes of human anguish.

_____ 8. Time is the cross mankind must bear.

From
FINAL HARVEST

They say that "Time assuages"--
Time never did assuage--
An actual suffering strengthens
As Sinews do, with age--

Time is a Test of Trouble--
But not a Remedy--
If such it prove, it prove too
There was no Malady--

SOCIAL STUDIES

STUDY GUIDE

OF MICE AND MEN

"Whatta ya think I am, a kid? I tell ya I could of went with shows. Not just one, neither. An a guy tol' me he could put me in pitchers . . . " (Curley's wife)

"We ain't got to stay here. We gotta house and chickens an' fruit trees an' a place a hundred time prettier than this. An' we got frens, that's what we got." (Candy)

"Guys like us, that work on ranches, are the loneliest guys in the world. They got no family. They don't belong no place." (George)

" . . . because I got you to look after me, and you got me to look after you, and that's why." (Lunnie)

From your perspective, which of the following statements relate to the passage above and the book's meaning? Place a check next to your choices.

1. _____ What might have happened sounds better than what <u>is</u>.
2. _____ Friends made life good no matter where we are.
3. _____ Owning property is a sign of importance.
4. _____ We need dreams in order to survive.
5. _____ Some people who are tough on the outside can be soft on the inside.
6. _____ Caring is what life is all about.
7. _____ Loneliness touches everyone at some time.
8. _____ What's ours is beautiful.

SOCIAL STUDIES

I. DIRECTIONS: Listed below are three statements. Read the first statement with others in your group. Look in the following reading selection to see if it contains the same information contained in the statement. Place a check on the number line if the statement does so. It may use either the exact words or may paraphrase, as long as it says the same thing. You must be able to give evidence to support your opinion. if any persons in the group have a problem with words in either the statement or the reading selection, be certain to help them develop an understanding of those words. React to all three statements.

_____ 1. Governments are made and run by men.

_____ 2. It is the right of men, to revolt against a government that is destructive to their well-being.

_____ 3. All men are given unalienable rights by their creator.

We hold these truths to be self-evident; that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness.

That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed;

That whenever any form of government becomes destructive to these ends, it is the right of the people to alter or abolish it, and to institute a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall most likely to effect their safety and happiness.

II. Read through the following statements and think about how they relate to the information you discussed in Part I of this exercise. Place a check on the numbered line before each statement which expresses an idea that can be reasonably supported with information from the reading selection. Be ready to discuss the supporting evidence with others in your group.

_____ 1. Women are created as equals to man.

_____ 2. Americans felt that there should be no government in a country in which every man is capable of governing himself.

_____ 3. Governments are created solely for the protection of the rights of people, these rights are life, liberty and the pursuit of happiness.

_____ 4. The only way in which government can be run effectively is by the consent of those it is made for.

III. Read through the following statements. Think about ideas and experiences you have had which are similar in principle to what you found in the reading selection. Check each statement which you think is reasonable and which you can support by combining ideas contained in the reading selection with your own related ideas and experiences. Be ready to present evidence from both sources to support your decisions.

_____ 1. If at first you don't succeed, try, try again.

_____ 2. Government insures man's happiness.

_____ 3. You as God's creation, have the right to do anything you like.

_____ 4. Revolution or change is good for a country.

ENGLISH

STUDY GUIDE

TELEPHONE BOOK

I. Directions listed below are six statements. Read the first statement with others in your group. Look in the following reading selection to see if it contains the same information contained in the statement. Place a check on the numbered line if the statement does so. It may use either the exact words or may paraphrase, as long as it says the same thing. You must be able to give evidence to support your opinion. if any persons in the group have a problem with words in either the statements or the reading selection, be certain to help them develop an understanding of those words. React to all three statements.

____ 1. Washington state law requires a party line caller to allow another person to use the telephone to report an emergency.

____ 2. An emergency is a situation where a person's life or property are in immediate danger.

____ 3. Emergencies include a fire, crime, illness, or accident.

____ 4. A misdemeanor is deliberately disobeying the law.

____ 5. A misdemeanor is not punishable.

____ 6. It is against Washington state law to fake an emergency situation and ask for the use of the telephone.

EMERGENCY CALLS ON PARTY LINES--WARNING--Washington state law (RCW 70.85.) makes it a punishable misdemeanor willfully to refuse to yield the use of a telephone party line to another person to enable such other person to report a fire or summon police, medical or other aid in case of emergency. The law also makes it a punishable misdemeanor to request the use of a party line on the pretext that an emergency exists, when the person requesting such use knows that no emergency exists. An "emergency" is defined as "a situation in which property or human life are in jeopardy and the prompt summoning of aid is essential."

II. DIRECTIONS: Read through the following statements and think about how they relate to the information you discussed in Part I of this exercise. Place a check on the numbered line before each statement which expresses an idea that can be reasonably supported with information from the reading selection. Be ready to discuss the supporting evidence with others in your group.

____ 1. It's your responsibility to describe the emergency situation if you ask for the use of the telephone.

____ 2. If a person interupts your call to report an emergency you should yield the use of the telephone.

____ 3. If your call is interupted, you should ask for a description of the emergency.

____ 4. If you yield the telephone to another person, continue to listen after they place the call to confirm the emergency.

____ 5. You misplace the key to your home. Request the use of the telephone to call your mother at work.

III. DIRECTIONS: Read through the following statements. Think about ideas and experiences you have had which are similar in principle to what you found in the reading selection. Check each statement which you think is reasonable and which you can support by combining ideas contained in the reading selection with your own related ideas and experiences. Be ready to present evidence from both sources to support your decisions.

____ 1. Respond to other people as you would like them to respond to you.

____ 2. Washington State law should always be obeyed.

____ 3. The law is necessary to protect an individual's rights.

HOW TO MAKE NOTES THAT HELP YOU

What's the Use of It?

"Make notes! Summarize!" groaned Jim to his friend, Ralph. "What's the use of it? Miss Carey says it will help me to remember more and forget less, but I'm not so sure. Look at poor Jerry, with a notebook almost as heavy as his textbook. He writes until he gets tired but somehow he always leaves out what's important."

"Oh," replied Ralph, "Jerry doesn't know the first thing about taking notes. He puts down anything and everything and then wonders why it's hard to make a summary from his notes. The pages are all dropping out of his notebook and he doesn't even bother to put them in order."

"Well," said Jim, "since I've got to be a note-taker, I'd better begin with a little help from an expert. That's you, Big Brain. I've seen your notebook! Come on! Start me off right."

Learning to Do It

What does Ralph put in his notes? The important ideas, the things to remember. He doesn't use whole sentences; just enough to remind him of the idea.

Ralph showed Jim an article for Junior Scholastic. (See Below.) "Since you're making a report on Argentina," said Ralph, "you can look over my notes. All I did was put down exact things like dates and size and a few words to remind me of interesting or important things in each paragraph."

Par. 1. - Arg-"Silver land"-Spanish 4 cent. ago-found little silver-herds treasure now

Par. 2.-Much grassland to feed herds-Pampa-central part-plain

Jim is using these notes for an oral report, but you can see how they would help in making summaries. For example, he can expand the notes for Par. 1 into:

"The name Argentina, in Spanish, means Silver Land. The Spanish who came there four centuries ago found little silver. But Argentina has a treasure-its livestock herds."

Finish Jim's exercise. Make your own notes of the last two paragraphs.

Par. 3 _____

Par. 3 _____

* *

"Land of Silver" - that's what Argentina means in the Spanish language. The name shows what the Spanish were looking for when they discovered the country four centuries ago. They did not find much silver-but their descendants have created a far richer treasure: huge herds of meat animals.

To feed these herds you must have grazing land. That's what Argentina has - thousands upon thousands of square miles of grassland. The Pampa: that's what

The previous numbered page in the original document was blank

Argentina's grassy prairie is called. The central part of Argentina is one huge unbroken plain with only a few trees, and no hills for hundreds of miles.

When the Spaniards came in the 1500's, the Pampa was a boundless, billowing sea of tawny-green grass. Now tracks of steel have tamed the Pampa. From Buenos Aires, the capital, railways jut into the Pampa like spokes of a giant wheel. Here and there along the tracks, cities have sprung up. Alfalfa and wheat and corn and flax grow where all was grass before. There crops and the great herds are the wealth of Argentina. Meat and grain together make up 95 per cent of Argentina's exports.

Argentina is one of the world's leading food producers. And nearly every Argentine's work is in some way connected with food. Those people who don't raise it are harvesting it, processing it, or transporting it, or shipping it abroad.

* *

You Improve with Practice

Probably you've heard the advice "Learn to swim by swimming." In other words, don't stand on the shore talking about how hard it is, but get into the water and practice. Do the same with note-taking. Try your skill by taking notes on another article from Junior Scholastic or World Week. Then take notes on a section of your textbook. You'll probably find help in the author's use of heavy type and subtitles to emphasize important ideas.

Safeguarding Your Notes

If you make a habit of day-by-day note-taking for Social Studies, you are putting together your own review book. You have a written record of the main ideas gathered from your reading of the textbook and your discussions in class. Number or date each page of your notes. Keep them in a sturdy loose-leaf notebook.

Your Own Private System

Your notes are for your personal use. As you get better at note-taking, you'll develop your own special abbreviations. You'll learn to check dates, names, and numbers carefully before writing them into your notes. You may want to copy certain exact phrases. These are set down in quotation marks.

For the most part your notes are written in your own words to remind you of important ideas and facts. Skill in taking notes will help you later when you are preparing a long written report or trying to get the important points from a speech or lecture.

EXTENDING STUDENTS' THINKING

Bloom's Taxonomy of Educational Objectives, Cognitive Domain *

In the last decade, educators have become increasingly concerned with extending children's skill in complex thinking as well as their ability to apply that thinking process to the solution of problems. In spite of this concern, most school assignments involve only the remembering of information and the testing for knowledge of facts (names, dates, number facts, etc.). Students do not have enough opportunity (to say nothing of responsibility) to use information in useful and creative ways. Several years ago, Dr. Benjamin Bloom of the University of Chicago developed a taxonomy or classification of the cognitive domain to help identify the level of thinking demanded of students. This classification scheme makes it possible for teachers to systematically develop assignments and independent activities which enable students to practice higher and more creative levels of thinkings.

Bloom's six levels of cognitive (thinking), greatly simplified are:

SECTION I

1. Knowledge: Recall or location of information.

This is the most common type of classroom thinking. An example of this level of thinking is the factual question (What did Columbus do? How much is 5 x 25? What happened in the story?) The information is remembered or the answer to the question can be located and does not need to be interpreted or inferred. Activities at this level provide the student with the information from which he can generate more complex thinking. There is nothing wrong with teaching facts, they are essential to all higher levels of thinking. But don't stop there, require students to use those facts in more elaborate or creative ways.

SECTION II

2. Comprehension or understanding.

This level of thinking requires that students understand the facts they are learning, not merely recall or parrot them. "Why" and "how" questions may test this understanding providing the student explains in his own way and doesn't merely repeat something he has read or heard. Examples of activities which require understanding are:

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* Bloom, Benjamin S., ed. Taxonomy of Educational, Handbook I: Cognitive Domain. New York: Longmans, Green and Co., 1956, 207 pp.

a. Draw a picture that would go with the beginning of the story, one that would show what happened in the middle of the story and one that happened at the end.

b. Give an example of something the boy did so you know he was dependable.

c. Explain what you are doing while you are working the problem.

d. How do you think the boy in the story felt? (providing it doesn't tell this in the story.)

These first two levels of thinking, possession of information and the the understanding of that information constitute the foundation on which all complex thinking is built. A learner cannot do creative or high level thinking without this foundation. (It is impossible to compare democracy and socialism unless you understand what each is.) Again, the important function of teaching is to start with the foundation but to encourage the student to build on his understanding and extend his thinking.

SECTION III

3. Application.

This third level of cognition is the beginning of creative thinking. Application includes all activities where the student applies what he knows to a situation which is new to him rather than one where he remembers the answer. Examples of application activities are:

a. Solve work problems in math.

b. Apply a generalization or principles to a new situation. Examples: Which of these imaginary animals could live in intense cold? (Assuming that the student knows that a warm blooded animal has to have some protective covering.) On this map, locate the most likely places for cities. (Where the student had to apply generalizations about the location of cities such as: close to a major trade route, where water is accessible, etc.).

c. What might Goldilocks do if she came to your house and you weren't home?

d. If you treated him as you would like to be treated, what would you do?

The ability to apply learning to a new situation is a very important goal in education for we cannot possibly provide practice in all the situations the student will encounter throughout life.

SECTION IV

4. Analysis.

The fourth level of cognition requires that the student "take apart" his information the better to understand it. This level of thinking requires the ability to categorize which is man's unique intellectual technique to reduce the complexity of his world. The ability to perceive similarity in different things and difference in similar things requires the skill of analysis. Examples are:

a. Tell five ways the boy in the story is the same as you and five ways he is different.

b. List the works in the story that describe appearance and those that describe movement.

c. What were the three main ideas of the story?

d. How was Magellan the same as an astronaut?

When students have to assign information to prescribed categories, they are operating at the level of analysis. A higher level of thinking is required if they have to create categories in order to organize the information. Creation or invention of categories is synthesis or the fifth level of cognition. An analogy would be the filing of material in an organized filing system (analysis) or the creation of a filing system in order to organize information (synthesis).

SECTION V

5. Synthesis.

This level of thinking requires that a student create or invent something -- a generalization, picture, poem, story, organizational scheme, category, hypothesis. Synthesis requires the bringing together of more than one piece of information, idea, concept or set of skills. Examples of activities requiring synthesis are:

a. A creative endeavor in the arts, a picture (that is not recall), a new melody, an additional stanza, an original story, etc.

b. Development of a hypothsis.

c. Designing an experiment that would test that hypothesis.

d. Determining what might have happened if Red Riding Hood had met only a mouse in the forest.

SECTION VI

6. Evaluation or Judgment.

The difference between a judgment and a guess is that the student can

can give reason to support the judgment he makes. This is the highest level of thinking because there is no right or wrong answer until you consider the evidence that is used to support that answer or conclusion. A conclusion is considered valid when evidence supports it. A judgment must be supported by the answer to "Why do you think so?" or "How can you tell?" Examples of activities on the evaluation levels are:

a. Which would have been more difficult -- to be Daniel Boone or Columbus? Why?

b. What should we serve at our party? Why?

c. Under what conditions might a person be justified in not telling the truth? Why?

d. Which solution is better? Why?

To ask learners to support their judgment is to require them to operate on the highest level of cognition. To ask less is to deny them the opportunity to practice becoming intelligent decision makers.

These six categories of thinking (possession of information, comprehension, application, analysis, synthesis and evaluation) provide a framework for designing appropriate activities to extend students' thinking. Remember, however, that students must have information and understand it before they can use it in new and creative ways. A student can't be creative until he has acquired the skill or information necessary to that creativty.

It is not important that you be able to identify and label the precise level of cognition at which you expect a student to work. The important idea is to move beyond recall and understanding, once those have been accomplished into use of that information or skill. Plan activities that require children to find similarities and differences, to categorize information, to think what would happen if -- to compare and contrast others to themselves, to create a new beginning or ending. When you ask students to give an opinion or make a judgment about a person or situation or idea, see that they give the evidence which will support their judgment so it's not merely a guess.

Make sure, however, that the student has the information necessary to creative thinking. Do not ask him to give opinions about something he doesn't understand. Questions such as "What is the better form of government?" "What do you think about this political figure?" or other questions, may merely encourage him to parrot what he has heard from others when he doesn't have the information or understand well enough to form a "thinking opinion".

As you practice developing these activities for children, you'll be amazed and delighted to find how much you have extended your own thinking.

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CLASSROOM QUESTION CLASSIFICATION
Category Description (Part A)

Category Name	Expected Cognitive Activity	Key Concepts (terms)	Sample phrases and questions
1. REMEMBERING (KNOWLEDGE*)	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	memory knowledge repetition description	1. "What did the book say about...?" 2. "Define..." 3. "List the three..." 4. "Who invented...?"
2. UNDERSTANDING (COMPREHENSION*)	Student translates, comprehends, or interprets information based on prior learning.	explanation comparison illustration	1. "Explain the..." 2. "What can you conclude...?" 3. "State in your own words..." 4. "What does the picture mean?" 5. "If it rains, then what?" 6. "What reasons or evidence...?"
3. SOLVING (APPLICATION*)	Student selects, transfers, and uses data and principles to complete a problem task with a minimum of directions.	solution application convergence	1. "If you know A and B, how could you determine C?" 2. "What other possible reasons...?" 3. "What might they do with...?" 4. "What would happen, do you suppose, if...?"

CLASSROOM QUESTION CLASSIFICATION
Category Description (Part A)

Category Name	Expected Cognitive Activity	Key Concepts (terms)	Sample phrases and questions
4. ANALYZING (ANALYSIS*)	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, conclusions, and structure of a statement or a question with an awareness of the thought processes he is using.	logic induction deduction formal reasoning	1. "What was the author's purpose, bias, or prejudice?" 2. "What must you know for that to be true?" 3. "Does that follow?" 4. "Which are facts and which are opinions?"
5. CREATING (SYNTHESIS*)	Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him.	divergence productive thinking novelty	1. "If no one else knew, how could you find out?" 2. "Can you develop a new way?" 3. "Make up..." 4. "What would you do if...?"
6. JUDGING (EVALUATION*)	Student appraises, assesses, or criticizes on basis of specific standards and criteria (this does not include opinion unless standards are made explicit).	judgment selection	1. "Which policy will result in the greatest good for the greatest number?" 2. "For what reason would you favor...?" 3. "Which of the books would you consider of greater value?" 4. "Evaluate that idea in terms of cost and community acceptance."

*Terms used in Bloom (1956)

From: Peabody Journal of Education, March, 1970

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QUESTIONS TO STIMULATE THINKING AND DEVELOP COMPREHENSION SKILLS

*Taken from Reading in the Elementary School, Third Edition, by George and Evelyn Spache

1. Memory - recognizing or recalling information as given in the passage. Sanders (Classroom Questions: What Kinds?) distinguishes four kinds of ideas on the memory level of thinking:

   a. Facts

      Who did _____?
      When did _____?
      How many _____?
      What are _____?

   b. Definitions of terms used, and perhaps explained, in the text

      What is meant by _____?
      What does _____ mean?
      What meaning did you understand for _____?
      Define _____.
      Explain what we mean by _____.

   c. Generalizations - recognizing common characteristics of a group of ideas or things

      What events led to _____?
      In what three ways do _____ resemble _____?
      How did _____ and _____ effect (cause) _____?

   d. Values - a judgment of quality

      What is said about _____? Do you agree?
      What kind of a boy was _____?
      What did _____ do that you wouldn't?

2. Translations - expressing ideas in different form or language

   Tell me in your own words how _____?
   What kind of a drawing could you make to illustrate _____?
   How could we restate _____?
   Could we make up a play to tell this story? How?
   What does the writer mean by the phrase _____?
   Write a story pretending you are _____.

3. Interpretation - trying to see relationships among facts, generalizations, values, etc. Sanders recognizes several types of interpretation

   a. Comparative - are ideas the same, different, related or opposed

      How is _____ like _____?
      Is _____ the same as _____? Why not?
      Which three _____ are most alike in _____?
      Compare _____ with _____ in _____.
      How does _____ today resemble _____ in _____?

   b. Implication - arriving at an idea which depends upon evidence in the reading passage

      What will _____ and _____ lead to?
      What justification for _____ does the author give?
      If _____ continues to _____, what is likely to happen?
      What would happen if _____?

   c. Inductive thinking - applying a generalization to a group of observed facts

      What facts in the story tend to support the idea that _____?
      What is the author trying to tell you by _____?
      What does the behavior of _____ tell you about him?
      What events led to _____? Why?

   d. Quantitative - using a number of facts to reach a conclusion
      How much has _____ increased?
      What conclusions can you draw from the table (graph) on page _____?
      How many times did _____ do _____? Then what happened?
      How many causes of _____ can you list?

   e. Cause and Effect - recognizing the events leading to a happening
      Why did the boy _____?
      How did the boy make _____ happen?
      What two things led up to _____?
      When the girl _____, what had to happen?
      Why did _____ happen?

4. Application - solving a problem that requires the use of generalizations, facts, values and other appropriate types of thinking

   How can we show that we need a traffic policeman at the crossing at the south end of our school?

   If we want to raise hamsters in our classroom, what sort of plans will we have to make?

   John has been ill for several days. What could we do to help him during his illness? To show him we think of him?

5. Analysis - recognizing and applying rules of logic to solution of a problem: analyzing an example of reasoning

   Discuss the statement, "All teachers are kind and friendly."

   Some people think that boys can run faster than girls. What do you think?

   John was once bitten by a dog. Now John dislikes all dogs. Is he right or wrong in his feelings? Why?

6. Synthesis - using original, creative thinking to solve a problem

   What other titles could you think of for this story?

   What other ending can you think of for this story?

   If John had not _____, what might have happened?

   Pretend you are a manufacturer of pencils who wishes to produce a much better pencil. Tell what you might do.

7. Evaluation - making judgments based on clearly defined standards

   Did you enjoy the story of _____? For what reasons?

   What do you think of _____ in this story? Do you approve of his actions?

   In the textbook, the author tells us that _____ felt _____. Is this a fact or the author's opinion? How do you know?

   This story has a very happy ending. Should all stories end happily? Why not?

   The author of our textbook apparently believes that the American colonists were right in their actions. Do you agree? What do you suppose the British said about the colonists?

   Write a short story about your favorite person in history. Tell why this person is your favorite.

"Mapping a chapter" is a substitute for outlining or note-taking.

MAPPING: A TECHNIQUES FOR TRANSLATING READING INTO THINKING

M. Buckley Hanf

It would be quite difficult today to find a competent teacher who would argue against the case that reading is thinking. But it may be quite easy to find a teacher who does not know how to teach the strategies of translating reading into thought. Mapping, a simple technique of structuring information in graphic form, is as old as the flow chart, the sentence diagram, and sketch are as now as the theoretical model design or the tree diagram of transformational grammar. Used as a study technique with SQ3R, as an aid to recall with an approach to rapid reading like Evelyn Wood's, and as a substitute for note-taking and outlining, mapping is worthy of careful consideration for increasing reading comprehension and retention.

What is Mapping?

A map is a graphic representation of the intellectual territory traveled or to be traveled via reading. (See Figure 1) It is a verbal picture of ideas which are organized and symbolized by the reader. Map making, and exercise in critical thinking, demands the student's insightful judgments and discriminate decisions about the material. First, the reader decides the map's starting point by locating the primary thesis or main idea. Next he determines the secondary categories or principal parts. After labeling these parts, the reader connects them with the main idea. He now has a picture of the basic structure of the material. The next and last step is adding the supporting details. One cannot make a map without being keenly involved in critical thinking.

The teachers who will be most enthusiastic about mapping will be those seeking a reading technique that maximizes students' active participation, afford immediate feedback, emphasized critical thinking and transfers to other subjects. Yet it is a techique that allows for individuality, creativity, and cognitive style.

How To Make A Map

If you have ever designed a flow chart; you know the basic procedure for map making. In a flow chart or any graph, the information is arranged in hierarchical order of intellectual importance. Words are kept at a minimum. The effect is that of perceptual comprehension rather than verbal. Instead of reading the information, one sees it. The Gestalt, seeing the whole and all its related parts, yields a powerful impact, immediate comprehension and easy retention.

The student can easily design a map in three basic steps:

IDENTIFICATION OF MAIN IDEA

Let us say that a student is reading a chapter on "Black Widow Spiders" in his science text. After considering his purposes for reading the chapter, he may decide to map the information. If this is the case, his first step is to write the title or main idea on a sheet of 8½ x 11 paper or a 5 x 8 card. He may write the main idea or the title anywhere on the paper as long as he can build the rest of the information around it. To make the primary thesis or main idea stand out, he draws a conspicuous circle, square or any other shape around it. As simple as this appears, it is an important step; for the reader now has a direction toward which his mental energies may be channeled. When writing down the main idea, the student should think of all that he already knows about the subject, and

should decide on what he expects to find in the chapter. Three or four demanding questions about the subject should be written on the other side of the map. This first step, then does three things: 1) prepares the mind, 2) awakens related past experiences, and 3) sharply guides the thinking. The student is now ready for the second step.

SECONDARY CATEGORIES

The second step is as difficult as the first step is easy. The reader needs to categorize, organize and symbolize the secondary categories or principal parts that support the main idea. What aspects of black widow spiders will the chapter tell about? The reader should hypothesize what he thinks the basic parts will be and then check his accuracy by skimming the chapter. If the chapter is divided into sections, and if the sections are labeled, the reader's task is greatly simplified. He may use the sections and their titles as secondary categories on his map. If there are no divisions, the reader must group and label the information. The categories need to be kept to a maximum number. In general no more than six or seven. After skimming, the reader may appraise his material as follows: first there is an introduction, then there is a part on how spiders look, then there is a part on what they do, and it ends with a part on life cycles. For these sections the reader creates labels, i.e., introduction, description, habits, and life cycle. The reader notes that he has four basic categories around the main idea. If he adds the standing category of evaluation where he judges and assesses the quality of the material, he has five categories. Knowing the number of basic parts, the reader designs the rest of his map. The drawing of the secondary categories around the main idea completes the basic structure. The reader now has a picture of the intellectual territory he must explore and conquer. If the student places a question mark after each category, he knows what answers are needed. Guided thinking leads to more direct, effective and faster reading!

SUPPORTING DETAILS

With this larger view of the chapter in mind, the student carefully reads the chapter for details. After reading and from memory, the student completes his map by adding details. The value in completing the structure from memory is that the reader is immediately held accountable for his reading. Does he or does he not know the important facts about each category? If he doesn't it is better to realize the truth now than later. In most cases, the student will have comprehended some sections well and others poorly. The map provides immediate feedback as to which categories need another reading.

After the student has completed the map, he has a graphic summary of the chapter. All on one page, all comprehensible at a glance, the student's map provides him with notes for easy review. Imagine, if you will, the difference in reviewing ten pages of maps - one map representing one chapter - and in rereading ten chapters!

The Map

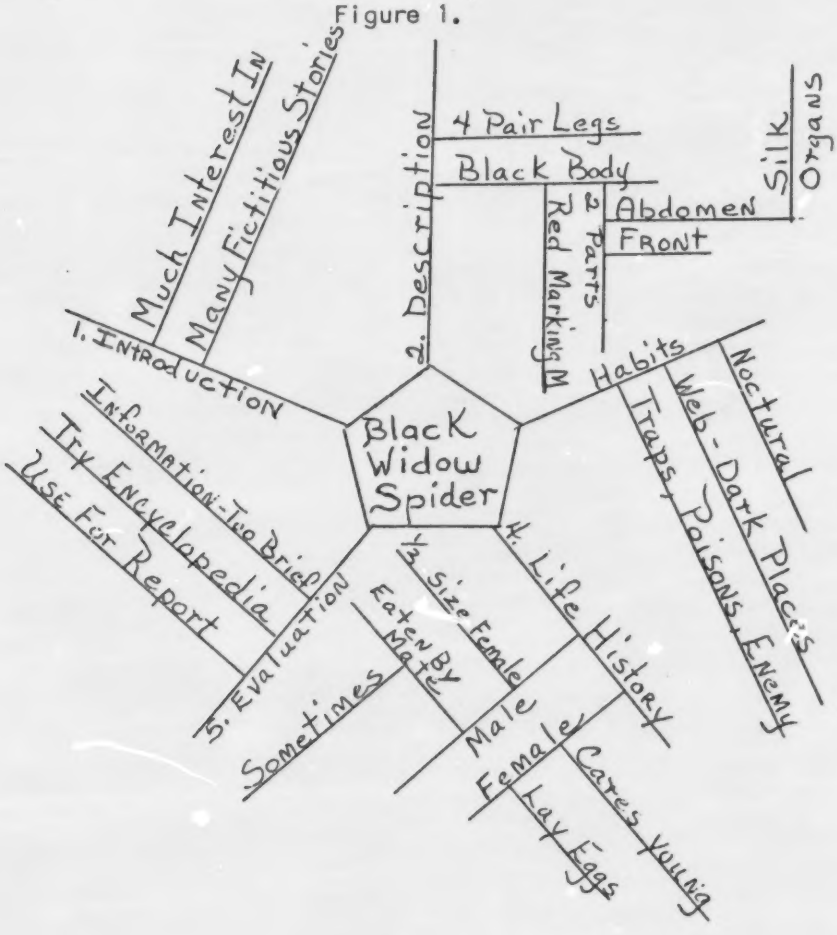
One must remember that the design is according to the architect-the student. Maps are always unique, reflecting the personality of the maker.

In looking at the map, do you immediately realize the main idea? Would this help us in teaching the skill of identifying the principal topic? When you look at the map, do you quickly ascertain that the main topic is made up of five categories? Would this help in the teaching of organization, relevent information,

relationships, etc.? Do you easily see the branching effect-the flow of main information into secondary categories, and secondary into tertiary details, and details into details?

Notice the secondary topic "description". An important third level detail that modifies this category is the fact that spiders have black bodies. A particular about bodies is still another detail (now fourth level) that the body has two parts. A fifth level detail is that the two parts are the front and the abdomen. A further detail about the abdomen is that the silk spinning organs are there. Six levels of generality all sorted and in their place. Would this technique be helpful in teaching the skill of interrelationships?

Figure 1.



Why Mapping is Important.

MAPPING DEVELOPS CRITICAL THINKING

Hilda Taba once wrote: "Educators have long said to themselves and to others that the proper business of school is to teach students to think. Yet this objective has remained a pious hope instead of becoming a tnagible reality." Mapping is thinking; constucting and creating the organizational design of ideas,

selecting the information that is relevant, and sorting this into its proper place, relating all facts to the whole and relating facts to other facts, and finally responding with personal reaction to the material.

One problem is the use of the term "critical thinking". As David Russell reminds us: "One trouble in educational writing is the critical thinking has so many meanings." Perhaps we can reduce the ambiguities of the term by deciding upon three basic skills of critical thinking: 1) acquistion of information 2) organization (structuring and symbolizing), and 3) evaluation. Even though these intellectual activities may be ordered in different sequences and called by different names, they are fundamental to thinking. Notice how mapping develops these skills.

MAPPING INCREASES READING ABILITY

An important point that we often lose sight of is that reading does not have its own unique set of cognitive skills. Much closer to the truth of things is that reading - and every other language operation - employs in its own special style the same basic skills of critical thinking. The reason for this is that reading is essentially a language-thought activity. Reading, at its best, is the thinking of a book. As early as 1917 E. L. Thorndike wrote of "reading as reasoning", saying that the reader had to use the same sort of "organization and analytic action of ideas as occur in thinking of supposedly higher sorts".

MAPPING IMPROVES MEMORY

Jerome Butler in Process of Education wrote: "Perhaps the most basic thing that can be said about human memory, after a century of research, is that unless detail is placed in a structured pattern, it is rapidly forgotten. (1) The map, of course, is a structured pattern and all details are neatly connected to larger units. When the reader designs the basic structure - the main idea and the secondary categories - he has apprehended all the information he needs to rememeber. All the details that support the categories "ride free" by attaching themeselves to a larger unit.

In mapping, a most important feature is that of symbolizing or labeling. All details are grouped or categorized and the category is given a general label. The importance of this action is that the label or symbol acts as a trigger for all information stored in the mind under the title. George Miller in "Information and Memory" explains this concept. "Our Memories," he tells us, "are limited by the number of units or symbols we must master, and not by the amount of information that these symbols represent. Thus it is helpful to organize the material intelligently before we try to memorize it. The process of organization enables us to package the same total amount of information into far fewer symbols, and so eases the task of remembering."

In our example, the student packaged all the facts into six basic symbols- the main idea and the five secondary categories. It is these six symbols the student thinks of a particular category, its label triggers all the facts that complete the label. Through structuring and symbolizing, mapping provides technique for maximizing retention. If the student wishes to give a talk or write an essay, the basic structure of the topic is all he needs.

Mapping applies as well to critical listening as to critcal reading. The student needs to continuously select and organize what he hears into a pattern of related ideas. Since key words and phrases are used in mapping, the student is freed

from the frantic attempt to write everything down. In fact all of his time is spent in thinking. Trying mapping a lecture and see if you do not agree.

It is difficult to describe a technique such as mapping. John Dewey once said that comprehension is action; one must do before one understands. This is especially true of mapping. When working out your design remember the principal points.

Mapping is an exercise in thinking which cannot be performed without the active intellectual participation of the student. Dr. Taba is right. The proper business of school is to teach students to think. The technique of mapping will help us in this endeavor.

ADAPTING INSTRUCTIONAL CONTENT TO THE LESS-ABLE READER

1. Reduce content of material in volume and complexity.

2. Alter emphasis of material to match slow readers' immediate interests.

3. Replace abstract illustrations with concrete ones.

4. Use additional background materials to give youngsters a greater basis for understanding.

5. Replace listening and looking with doing and reporting.

6. Present content in ways involving more than one sensory pathway of learning.

7. Liven up traditional ways of presenting activities. Go in for considerable teacher-student interaction.

8. When developing material and approaches for one subject area, keep your mind open for applications in other areas.

9. Don't try to use methods and materials designed for the retarded with slow learners.

10. Evaluate the materials and approaches you devise. When you meet with success, pass the word on to your colleagues.

ACTIVITIES TO AID STUDENTS IN REMEMBERING INFORMATION

1. Reading with intention of remembering ideas relevant to a specific problem.

2. Recalling the speeches of characters in a story and dramatizing the story.

3. Recalling the sequence of events in a story and recording them in a chart story.

4. Filling in blanks in a sentence to complete the meaning.

5. Establishing cause and effect relationships whenever possible.

6. Reading for main ideas and attempting to write them down in simple terms.

7. Recalling relevant details to support a main idea.

8. Taking notes: examining those notes and striking out those points which are not necessary. Underlining the most important points.

9. Reviewing the underlined items.

10. Each time a date is encountered in history, attempting to establish a mental time-line which includes other events that occurred on the same date.

11. Preparing a brief outline of a chapter; reviewing the chapter by filling in the details under each part of the outline.

Dawson, Mildred A. and Henry A. Bamman. Fundamentals of Basic Reading Instruction. New York: Longmans, Green and Company, 1950, P. 219

TEACHING READING

With the

TELEPHONE BOOK

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263 410

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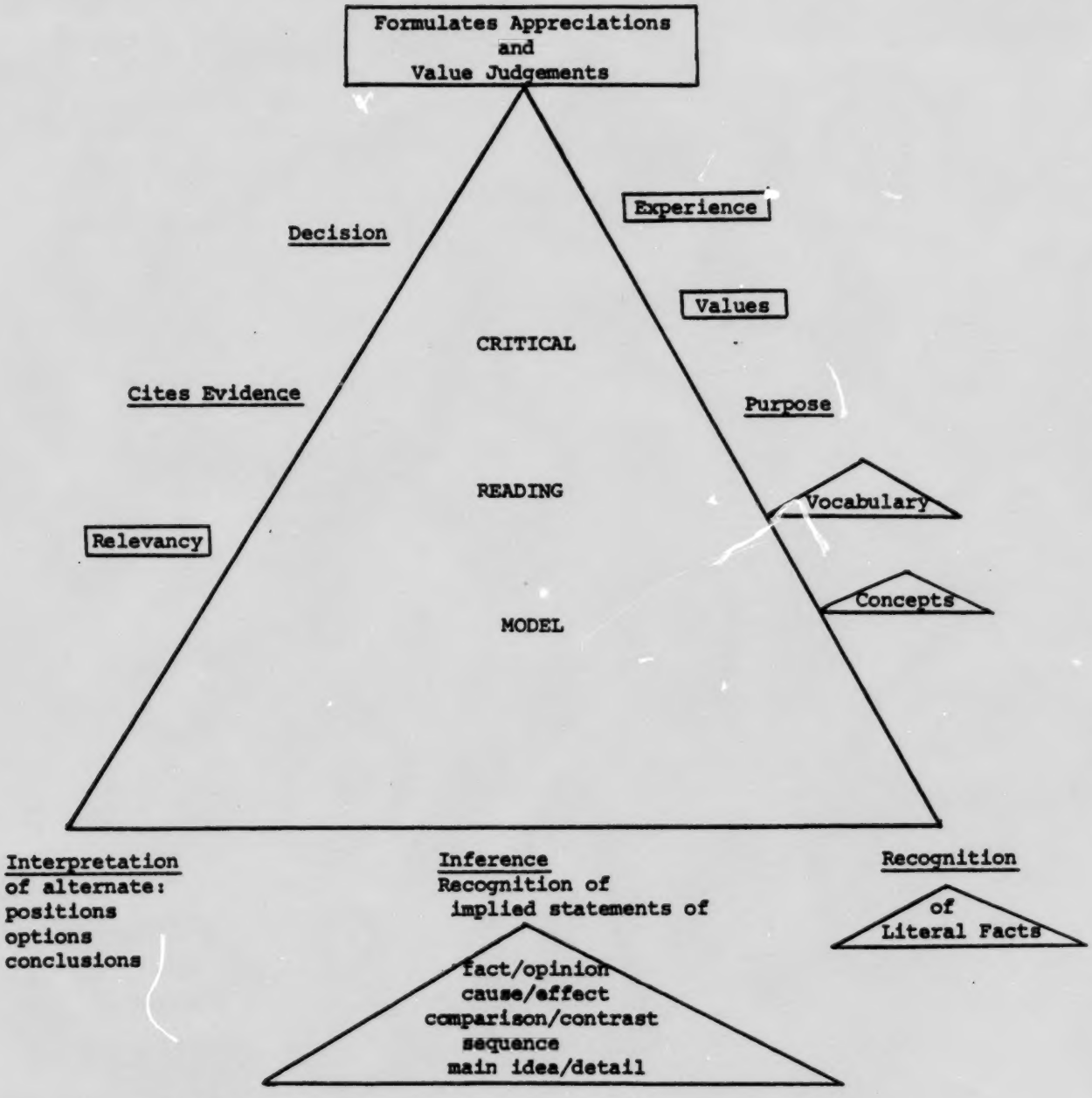

RATIONALE: Critical reading is a process of interaction among the reader/thinker (rectangles), the content (triangles), and the process (underlined).

The teaching strategies presented in this handbook are organized according to the sequence of the Seattle telephone book. The instructional strategies within each section are sequenced to develop the critical reading process as identified in the model.

The instructional sequence is identified in each section by labeling the individual activities according to the following code:

v = vocabulary development

l = literal comprehension

c = critical thinking

Vocabulary development and literal comprehension are prerequisites to the critical reading process. Each section requires understanding of a number of technical vocabulary words. For example, section one requires the understanding of terms located in the introductory section of most telephone books.

Understanding of the central concepts stated factually by the authors of the telephone book is part of the literal comprehension process. An additional component of the literal level of comprehension is the recognition of organizational patterns utilized by the authors to communicate information. Recognition of cause/effect, comparison/contrast, sequence, and main idea/detail patterns stated literally is a specific objective of many of the activities labeled as literal level.

The activities labeled as developing critical reading involve recognition of implied organizational patterns and alternative meanings. The final component of the critical reading process involves determination of relevancy and making a decision. The activities labeled as developing critical reading attempt to guide the reader to compare what the telephone book says; and what it means; with his/her own experience and to solve the problem.

I. INTRODUCTION TO THE TELEPHONE DIRECTORY

A.-v Words to know for using this section. Match the phrases of the MEANINGS column to the terms in the WORDS column. One is done for you as an example.

	WORDS	MEANINGS
6	annoyance	1. (kon-vik'-shun) having proved someone guilty
_____	conference	2. (in'-deks) a list of subjects arranged from A to Z
_____	conviction	3. (mi-dé-men'-or) a not-too-serious crime
_____	emergency	4. a list of chapters in the front of a book
_____	Federal	5. (fed'-er-al) a large government made up of smaller governments
_____	harass	6. (a-noy'-ans) a bother
_____	index	7. (pros'-e-kūt) to take someone to court for a crime
_____	misdemeanor	8. (tar'-if) a list of costs or charges
_____	obscene	9. (ē-mer'-jen-sē) a problem calling for quick action
_____	procecute	10. (kon'-fer-ens) a meeting to talk about something
_____	table of contents	11. (ob-sēn') dirty or disgusting
_____	tariff	12. (har-as') to annoy to no end

NOTE: the pronounciation symbols in parentheses have been developed for quick and easy recognition of word sounds. The symbols do not necessarily coordinate with the pronounciation keys used by standard dictionaries.

B.-1 Locate the section of your phone book which covers the pages between the front cover and the first page of names and numbers. Which pages are these in your telephone book?

C.-1 Usually the first page of these several pages contains a list of where to find things in the telephone directory. This list will either be an Index or a Table of Contents. To show the difference between Table of Contents and Index, label correctly each definition below:

1. "A table, list, or file, usually arranged in alphabetical order used to help in locating names, topics, etc., in a book."

_____

2. "A compact list of what is to be found in a book, presented in the order the topics appear in the book."

_____

D.-1 Use the Table of Contents or the Index of your telephone directory to answer the following questions: On which page would you look to find information for . . .

	Page
1. Long Distance Rates	_____
2. Area Codes	_____
3. Bill Payments	_____
4. Postal Zip Codes	_____
5. General Information	_____

E.-c The time will come when the topic you are looking for will be in the book but not listed directly in the Table of Contents or Index. None of the topics listed below can be found directly in the Table of Contents or Index of your phone book. But if you think about key words or main ideas, you should have no trouble finding the proper Contents or Index heading which includes each.

TOPIC	HEADING
1. Dialing a party on your line	_____
2. Where to pay a bill in person	_____
3. The area code for Dallas, Texas	_____
4. What to do about prank calls	_____
5. Calling directly to someone in your own dialing area	_____

F.-1 Most telephone directories contain a paragraph labeled "Warning."

1. Where is this warning found in your telephone book?
2. What type of telephone line does this warning apply to?
3. How does the warning define "emergency?"

G.-1 An obscene phone caller may be under both State and Federal laws.

1. To whom do you report an obscene phone call?
2. What is the Federal penalty for conviction of using the telephone to harass others?
3. What is the State penalty for being convicted of using the telephone to annoy other people?

H.-c How do you find out what the tariff rates are for your area?

I.-1 What is a conference call?

J.-1 Locate the section in your telephone directory dealing with bill payment.

1. If you pay by check through the mail, what additional information should you put on your check?

2. Can phone bills be paid at locations other than at the telephone building?

K.-1 Who owns the telephone directory you are using?

L.-c Use the Dialing Instructions and Area Codes sections of your phone book to answer the following questions:

1. You are calling from your hometown. Give the <u>total</u> number you must dial to reach:

   a. information for a number in Olympia, Washington

   _____

   b. information for a number in Spokane, Washington

   _____

2. Draw a single line through each Washington town which is not in the 206 dialing area:

   Bellevue Bremerton Spokane Tacoma Bellingham

   Ellensburg Olympia Pullman Yakima Vancouver

3. What direct dialing number would you call for information in the following places:

   a. Yreka, California _____

   b. Great Neck, New York _____

   c. Roanoke, Virginia _____

   d. Sundance, Wyoming _____

M.-1 Which page do you consult for service call numbers? _____

N.-1 In your telephone directory, where are the local emergency call numbers listed?

O.-1 Find the list of the localities covered in the White Pages. (This list usually immediately precedes the first White Pages entry.)

1. On which page is this list found? _____

2. Put a check mark before the statement which is true concerning this list of numbers:

_____ all have the same exchange

_____ all have the same area code

P.-c Quite often either the very front or the very back of the telephone directory provides a space for listing important telephone numbers. There are many phone numbers people take for granted or feel they don't need a record of--until it's too late. See how many of the following numbers you can locate.

TOPIC	WHOM TO CALL	PHONE NUMBER
1. Possible poisoning		
2. A fire in attic		
3. Someone is stealing tools from your garage		
4. A broken leg requiring hospitalization		
5. You smell gas in your home		

Q. Below is a list of nearby communities. Use the zip code map and table to locate the appropriate zip code for each community.

COMMUNITY	ZIP CODE
Lynnwood	_____
Mercer Island	_____
Kent	_____
Kirkland	_____
Redmond	_____
Edmonds	_____
Snoqualmie Pass	_____

II. TELEPHONE DIRECTORY - MAP SKILLS

A.-1 In the telephone directory locate the map of United States time zones. The map gives information on three things:

1. state boundaries _____
2. _____
3. _____

B.-1 Match the DESCRIPTION of the types of lines used on the time zone map with each line's PURPOSE.

DESCRIPTION	PURPOSE
_____ solid, heavy, black lines	1. divide area codes
_____ light, dotted, black lines	2. divide states
_____ gray and white areas	3. divide time zones

C.-1 What are the names of the five time zones shown on the map?

1. _____
2. _____
3. _____
4. _____
5. _____

D.-1 The time zones work by subtracting one hour for each time zone as one moves left (west) across the map; or, by _____ one hour as you move toward your right (east) across the map.

E.-c Give the correct time for each zone left blank in the second column below.

IF IT IS:	THEN IT IS:
5 o'clock Central time	_____ o'clock Pacific time
2 o'clock Eastern time	_____ o'clock Alaska time
6 o'clock Mountain time	_____ o'clock Eastern time
11 o'clock Pacific time	_____ o'clock Mountain time
7 o'clock Pacific time	_____ o'clock Atlantic time

F.-1 Locate on the time zone map the state of Washington.

1. How many area codes are found in Washington? _____
2. What are the area codes for Washington? _____
3. How many time zones affect the state of Idaho? _____
4. If you make a call from your home at 9 o'clock in the evening to a person living in eastern Kentucky, at what time there would that person be getting your call? _____
5. You look at your phone bill and see a call that you can't remember making. The area code listed with the call is 503. Where was the call made to? _____

III. CHARTS,TABLES, AND ILLUSTRATIONS OF THE TELEPHONE DIRECTORY

A.-v Words to know for using this section. Match the phrases of the MEANINGS column to the terms in the WORDS column. One is done for you as an example.

WORDS	MEANINGS
____ approximate	1. a long distance call made without an operator
____ assist	2. (i-nish'-al) first or at the beginning
____ collect	3. going beyond the time you were allowed to have
____ direct	4. a call made to a place pretty far away
____ direct distance dialed	5. (stā'-shun to stă'-shun) a call made to another place and you'll talk to whomever answers
____ discount	6. (kŏl-ect') the person who answers the phone will pay for the call
____ holiday	7. a special day that we celebrate
____ initial	8. (a-prok'-si-mit) not quite exact
____ long distance	9. (stā'-shun) a place where you live, a stopping place
____ operator assisted	10. (dis'-kownt) you don't have to pay as much as you were supposed to pay at first
3 overtime	11. to help someone
____ person-to-person	12. a call where the operator helps you get in touch with the exact person you want

____ rates	13. (rāt-s) prices
____ station	14. (dĪ-rekt') going straight to something
____ station to station	15. (op'-er-ā'-tor a-sis'-ted) a call where the operator helps you get in touch with another place

NOTE: the pronunciation symbols in parentheses have been developed for quick and easy recognition of word sounds. The symbols do not necessarily coordinate with the pronunciation keys used by standard dictionaries.

B.-1 Locate the "Long Distance Rates" tables in your telephone directory.

On what pages are these tables located. _____

C.-c To better understand how this "Long Distance Rates" table fits together, use the table to finish the outline below:

TITLE:

I. Rates Within Washington State

A.

1.

2. Evening

3.

4.

B. Operator Assisted

1.

2.

II. Rates To Other States

A.

1. day

2.

3.

B.

1. station

2.

D.-1 There are some important abbreviations to know before using the rates tables. Match the ABBREVIATION in the second column to the proper WORD in the first column.

WORD	ABBREVIATION
____ direct distance dialing	1. min.
____ minute	2. Fri.
____ morning hours	3. ea.
____ each	4. P.M.
____ initial	5. D.D.D.
____ afternoon hours	6. init.
____ Monday	7. A.M.
____ Friday	8. Sat.
____ Saturday	9. Mon.
____ Sunday	19. Sun.

E.-1 What would be your initial rate for direct distance dialing from Seattle to Spokane.

TIME	INITIAL RATE
4:30 P.M. Friday	_____
11:15 P.M. Tuesday	_____
5:15 P.M. Sunday	_____
4:45 P.M. Sunday	_____
8:30 A.M. Saturday	_____
7:30 A.M. Saturday	_____
2:05 P.M. Christmas Day	_____

F.-1 For any type of long distance call at any time the inital charge is always for three minutes.

TRUE _____ FALSE _____

G.-c How much more does it cost to call from Seattle to New York if you call Operator Assisted during the day rather than dialing direct during the day for the same three-minute call?

H.-c You called person-to-person from Seattle to your friend in Denver last Saturday evening. Since you talked for 20 minutes, what will your charge for this call be (don't worry about taxes here)?

I.-c If you had made the same call in Question H using direct dialing, how much would you have saved yourself?

J.-c How much would a call from Seattle to Longview, Washington, cost for two minutes, person-to-person during the day?

K.-c If the total tax charges on a phone call amount to 7%, what is the tax on the call made in Question J?

L.-c Two months ago your best friend moved to Boston, Massachusetts. You have an extra $5.00 to spend this month so you decide to use the money to call your friend on the phone. You will be calling Thursday. How much of your $5.00 will you have left over or how much will you have to borrow for each call listed below?

CALLS	LEFT OVER	BORROWED
1. a 21-minute DDD call at 8:00 P.M.		
2. an 11-minute person-to-person call at 11:15 P.M.		
3. an 11-minute operator-assisted call at 4:45 P.M.		

M.-c In which call in Question L did you buy the most time for your money?

_____

N.-c You use a pay-phone to call a friend in Houston, Texas. The call costs you $4.95. Using as many of the highest value coins as possible, how many of each coin will you need to put into the pay-phone?

quarters _____ dimes _____ nickels _____

O.-c Discussion questions on the "Long Distance Rates" tables.

1. Of the three types of calls used on the tables, only one cannot be called collect. Which type of call cannot be made collect? Why can't this be a collect call?

2. Which governmental bodies may tax the charges on a telephone call?

3. When does charging begin on a station-to-station call? On a person-to-person call?

4. What must you do to find the rates for a locality not listed in the charts?

5. How do you immediately find out the exact charges for a long distance call you have just made?

6. What is your Out-of-Town directory assistance phone number?

7. How can you keep from getting charged for a wrong number dialed over long distance?

8. What can you do if you are cut off suddenly during a long distance call?

9. Explain the telephone company advertising slogan: "It's the next best thing to being there." According to this slogan, what is it about a person we miss the most? Do you agree?

IV. USING YOUR OWN TELEPHONE

A.-v Words to know for using this section. Match the phrases of the MEANINGS column to the terms in the WORDS column. One is done for you as an example.

	WORDS	MEANINGS
_____	amendment	1. (a-mend'-ment) a change in a group of rules
_____	Bill of Rights	2. (ex-chānj') first three numbers of your phone number
_____	Constitution	3. the person you're talking to on the phone
10	dial tone	4. (dī-rek'-tō-rē a-sis'-tans) an operator who gives out phone numbers
_____	digit	5. (con'-sti-too'-shun) the main laws of our country
_____	directory assistance	6. a phone number not found in the telephone book
_____	exchange	7. (dij'it) the numbers 1 through 9
_____	listing	8. a group of people who all share the same telephone line
_____	local	9. (ser'ēz) things following in order
_____	party	10. a steady hum heard before you dial
_____	party-line	11. a name or other item found on a list
_____	series	12. (lō'-kal) the area around and near your home
_____	unlisted	13. a list of ten things every American is allowed to do

NOTE: the pronounciation symbols in parentheses have been developed for quick and easy recognition of word sounds. The symbols do not necessarily coordinate with the pronounciation keys used by standard dictionaries.

B.-1 Write your telephone number in the spaces below:

Your number: _____ - _____ - _____ - _____
DDD AREA CODE EXCHANGE LOCAL NUMBER

C.-1 How many digits are in your complete phone number? _____

D.-1 There are many sounds you may hear while using your telephone. Explain what each sound stands for:

SOUND	MEANING
1. A soft steady humming sound	
2. A stop-then-go purring or burr-r-ring sound after you have dialed the phone number	
3. A rapid stop-then-go buzzing sound after you have dialed a phone number	
4. Nothing at all	

E.-1 To use a telephone for calling another person, what must you hear through the receiver before you begin to dial?

F.-v Telephone numbers are made up of a series of digits which you should be able to recognize as words or as number symbols. Complete the spelling of each digit and write the number symbol that stands for the word.

SPELLING	SYMBOL
ON E	1
T __ O	
TH __ __ E	
F __ __ R	
F __ V __	
SI __	
SE __ __ N	
E __ G __ __	
N __ __ __	
__ ER __	0

G.-1 Where in the telephone book do you find information explaining how to call a party on your line?

H.-1 List the steps in order for calling a party on your party-line. (Some numbers may not need all of the spaces listed.)

1.

2.

3.

4.

5.

6.

I.-c Your friend here in Seattle has a phone number listed as 281-3766. This person is on your party-line. What full number do you dial to reach your friend?

J.-c Explain the difference between dialing someone on your party-line and dialing someone within your exchange.

K.-1 Make a list of at least five reasons people in your family have had for using the phone this week. Include yourself in this list, too.

1.

2.

3.

4.

5.

L.-1 If you wish to call someone who has an unlisted telephone number, how do you get the number?

M.-c Using you best "telephone technique," complete two of the following calls. Keep a complete record of each call. In addition to the information asked for below, include the name of the place you called, the phone number you called, and to whom you spoke in each case.

1. Call the box office of a local movie theater. Find out what the next attraction will be, its approximate show times, the picture rating, and the approximate adult admission.

2. Call the public library to find out if a particular book is listed and currently available for borrowing, for how long you may keep it out, and the library hours. (Be sure to include the title and author of the book.)

3. Call a local restaurant. Find out which nights it is open to the public, its specialty for a certain night, the cost of the dinner special, and the restaurant's hours.

4. Make up a make-believe ad to run in the local newspaper. Call the newspaper and find out how much it would cost you to run your ad for three days. Which department did you have to call? DO NOT actually place the ad. (Include a copy of your proposed ad in your records.)

5. Call a local "open-line" type program carried on most of the radio stations. Make a comment "on the air" on the topic of discussion for the evening.

6. Call a bus-line (most are collect calls). Find out the cost for a round-trip ticket from your home to San Diego for someone your age. If your home is off the route where must you go to board the bus? What are the departure and arrival times for the days you select?

7. Call a sports or bicycle shop. You are inquiring into their stock of American-made 10-speed bicycles. Choose a model and request price information. Ask about financing methods available. Find out if there is an assembly charge, and if so, how much. Is the model you want in stock or must it be ordered?

8. Call a loan company. Learn from them the maximum you may borrow. What is the per cent of interest you will be charged? Is there a certain length of time for repayment? How old must you be to borrow?

9. Call a near-by bank. Learn from them all of the requirements you must meet to open a savings account. What savings plan does the bank manager recommend for you? Why? What is FDIC?

10. Call a funeral home. Find out if cremation is legal in this state. If so, at what cost? What factors influence the cost of a funeral?

N.-c What Freedom is essential for general use of the telephone in America?

1. Does the United States Constitution protect our right to speak freely on the telephone?

2. Does our right to speak freely on the telephone mean we can say whatever we want on the phone? Explain.

3. In what situations, if any, should our freedom of speech be limited?

4. Does the Constitution say anything about the right to privacy?

O.-c Is is legal or illegal to tape your telephone conversation with another party? What protection does the telephone company provide for conversations being tape recorded?

P.-c Choose a partner and prepare one of the sketches described below. Be ready to present your skit in class, just as though it were happening in real life. Use your best "telephone technique."

1. You are babysitting for a youngster who will not stop crying. You're good at entertaining kids, but nothing seems to work on this one. You begin to worry that something may be wrong. The child may be sick or something. Call the mother for suggestions as to what you should do.

2. You fell and broke your leg. The work in school will really pile up if you don't ask one of your classmates for the daily assignments. Call for the assignments you have missed and make arrangements to get all future assignments until you return to school.

3. It's Saturday morning, time to ride over to the field to play football. You walk into the garage for your new 10-speed bike. It's gone! Call the police and give them all of the relevant information.

4. You are the new assistant manager at a clothing store. An angry customer is making a call which you must take. The problem will be over a sale item which cannot be returned but which the customer demands you take back.

5. Last evening your girlfriend happened to walk by a restaurant in which you were sitting down to a nice dinner with another girl. Your girlfriend made sure you noticed her before she left angrily. Call to explain.

6. You have a bit of a problem at school -- you've been suspended. Since both of your parents are working, you must call one of them at work to come to school for you. Your explanation better be good!

V. USING THE WHITE PAGES LISTINGS

A.-v Words to know for using this section. Match the phrases of the MEANINGS column to the terms in the WORDS column. One is done for you as an example.

	WORDS		MEANINGS
_____	abbreviation	1.	the first and last words on a page in a dictionary, directory, encyclopedia, etc.
_____	alphabetical	2.	(kon'-sō-nant) letters that are not vowels
_____	consonant	3.	(sub'-sti-toot) a replacement
_____	definition	4.	(al'-fa-bet'-i-kal) set up in the order of A to Z
_____	guide word	5.	(spi-sif'-ik) as exact as possible
9	noun	6.	the letters a, e, i, o, u, and sometimes y
_____	reference	7.	(a-brē-vē-ā-shun) a short way of writing a word
_____	specific	8.	(def'-i-nish'-un) the meaning of a word
_____	substitute	9.	the name of a person, place or thing
_____	vowel	10.	(ref'-er-ens) a place to find information

NOTE: the pronounciation symbols in parentheses have been developed for quick and easy recognition of word sounds. The symbols do not necessarily coordinate with the pronounciation keys used by standard dictionaries.

B.-1 In the telephone directory, names of people and places of business are arranged in _____ order.

C.-1 Rewrite the following letters in alphabetical order:

J P K A G D M C

Rewritten: _____

D.-1 Arrange the NAMES in the first column into proper alphabetical order under the second column, labeled ALPHABETIZED.

NAMES	ALPHABETIZED
Keith	
Max	
Carl	
Judi	
Pam	
Debbie	
Glen	
Avis	

E.-v Circle the word below which is a general term which would include in its meaning all of the names listed in Question D.

person place thing feeling thought

F.-v If you look closely at the names used in Question D, you will notice that each name begins with a _____ letter.

G.-1 Write a rule about names and capital letters:

"Always _____ the _____

letter of a person's _____."

H.-1 In the White Pages, a person's name is listed alphabetically by his/her _____ name.

1. Number the following names to show their proper alphabetical order.

___ Smith ___ Beardslee ___ Clem ___ McGuire ___ Hansen

2. Now try numbering this group of names in proper alphabetical order.

___ Kovacevich ___ Kennison ___ Kimura ____ Krupa ___ Kyle

___ Kaufman ___ Klein

3. What group of two names below would include between them all of the names listed in Question H - 2?

Kawasaki - Kurth Kayo - Kramer Katz - Kyte

I.-1 At the top of each of the White Pages in the telephone directory there is a page number, of course, but there are also two names separated by a dash, for example: Grant-Gray. Like a good tour-guide on your vacation to a new place, these two names help you quickly to find your way through the phone book. Due to the manner in which these words help you, they are called _____ words.

1. Arrange the following names in alphabetical order by their <u>last</u> name.

_____ Ernest Greengrass

_____ Gerry Grady

_____ Jean Gramps

_____ James Gross

_____ Paul Grossi

_____ Donald Grundy

_____ Teb Grubb

_____ Tom Grief

_____ Jerry Greeno

2. Which group of two names below most closely includes all of the names listed in Question I - 1?

Grab - Granger Graham - Grosso Graaf - Gryst

J.-v To save time, space, and money the telephone directory uses many shortened forms of words in the White Pages.

1. Match the shortened form of the name under the ABBREVIATION column to its proper NAME.

NAME	ABBREVIATION
Joseph	Chas
Charles	Wm
Edwin	Edw
Thomas	Geo
William	Jos
George	Thos

2. Match the shortened form of the word under the ADDRESS WORDS column to its proper ABBREVIATION.

	ADDRESS WORD	ABBREVIATION
1.	northeast	_____ Co
2.	Place	_____ av
3.	Point	_____ ext
4.	avenue	_____ rd
5.	Drive	_____ bldg
6.	street	_____ st
7.	southwest	_____ blvd
8.	residence	_____ NE
9.	Lane	_____ SW
10.	extension	_____ Pt
11.	west	_____ res
12.	boulevard	_____ W
13.	north	_____ Pl
14.	road	_____ Ln
15.	building	_____ Dr
16.	company	_____ N

401

3. Many times you will find a person's name listed in the White Pages and following the name will be an abbreviation. Match the number from the PROFESSION column to the proper shortened form in the ABBREVIATION column.

PROFESSION	ABBREVIATION
1. attorney at law	_____ rl est brk
2. printer	_____ MD
3. reverend	_____ ofc
4. restaurant owner	_____ atty
5. real estate broker	_____ DDS
6. dentist	_____ Rev.
7. doctor	_____ ins
8. contractor	_____ contrs
9. insurance salesman	_____ prntr
10. office is here	_____ restrnt

K.-1 The telephone directory carries phone numbers for various departments in the local, State, and Federal governments. Tell which GOVERNMENT OFFICE and what telephone NUMBER you would call for each of the following:

PROBLEM	GOVERNMENT OFFICE	NUMBER
1. find out about signing up for a driver's permit		
2. learn the visiting hours at the county jail		
3. find out about equivalency high school courses		
4. find out about health clinics		
5. complain about your trash collection		
6. complain about a savage stray dog		
7. get help filing an IRS form		
8. find out about public day-care centers		
9. express your opinion on taxes to your Congressman		
10. find out the hours the public swimming pool is open		

L.-c Sometimes the solution to a major problem or crisis is only a phone call away. How much help would you be in each case below? Try to answer as many as you can.

1. You took your car to a repair shop for some work on the exhaust system. The mechanic estimated that the cost of parts and labor would be under $50.00. When you return he presents you with a bill for $175.00. Who should you call to report this?

2. Your grandmother is currently living at your home. She's pretty sharp for her age and she gets around very well. The trouble is she's extremely bored. Who do you contact to find out what there is for a 70-year-old woman to do in this town?

3. You're at a party and some of the kids have been mixing alcohol and drugs. Suddenly one of these kids seems to stop moving all together. Where should you call for help?

4. You couldn't stand living at home any more so you split. Now you're over 600 miles from home. Except for about a dollar in change, you're broke. Since you won't or can't call home for help, who should you call for help?

5. Since his business failed your father has developed a serious drinking problem. Once a kind and gentle man, he now becomes drunk and violent almost every night. He terroizes you and your family. Where should you call for help?

6. A girl you've known for years has come to you for help. She's pregnant and her boyfriend not only denies he's responsible but will have nothing to do with her. She can't face him or her parents. Where should you call to get her help?

VI USING THE YELLOW PAGES SECTION

A.-v Words to know for using this section. Match the phrases of the MEANINGS column to the terms in the WORDS column. One is done for you as an example.

	WORDS	MEANINGS
____	advertisement	1. (es-tab'-lish-d) set up in business
____	chronological	2. (kom'-pa'nē) a partnership business
____	classified	3. (prē-sēd'-ing) what comes before
____	company	4. (il-us-trā'-shun) a picture used as an example to make something clear
____	consumer	5. things sold over-the-counter in a store
____	display	6. the British word for "company"
____	established	7. (man'-ū-fak'-shur) to make
____	heading	8. (kron'-ō-loj'-i-kal) things happening in the order of time
4	illustration	9. doing work for other people
____	incorporated	10. (rē'-in-fors') to make stronger
____	limited	11. things sold in large amounts to stores
____	manufacture	12. (dis-pla') to show openly and freely
____	preceding	13. a smaller title under a main title
____	reinforce	14. (ad'-ver-tīz'-ment) a sign or notice used to help attract attention to something
____	retail	15. (slō'-gan) a short, catchy group of words
____	slogan	16. (klas'-i-fīd) arranged in groups or classes
____	services	17. (kor-por-ā'-shun) a business owned by many people but run as though only one person owned it
____	wholesale	18. (kon-sūm'-er) a person who buys something

B.-v What do you think is meant by the phone company advertising phrase: "Let your fingers do the walking"?

C.-v The Yellow Pages section of the telephone directory is also called the

"_____ Telephone Directory."

D.-v Cross out the phrase below which does NOT properly complete this sentence:

"The Yellow Pages offers a directory to _____."

products home phone numbers services business phone numbers

E.-v The many classified headings of the Yellow Pages are presented in _____ order to make locating business or product names easier to find.

F.-1 The key or the "trick" to using the Yellow Pages to locate a business phone number, address, or advertisement is easy to learn. Just decide what is the main word or main idea in the name of the business. This main word often is the Yellow Pages heading the business is listed under.

1. Underline the key word or idea in each business name below:

   a. The Catwalk Craft Shop

   b. Reliable Furniture Co.

   c. Good Looks Beauty Salon

   d. Castle Gift Shop

2. Tell which Yellow Pages HEADING you would look under for each PRODUCT/SERVICE listing.

PRODUCT/SERVICE	HEADING
a. Do you carry 10-pound test fishing line?	Sporting Equipment
b. How much do you charge for tropical fish food?	
c. Do you deliver pizzas?	
d. Are my new reading glasses ready yet?	
e. What is going to be the base sticker price on the new Corvettes?	
f. Do you sell Minolta cameras?	
g. How long will it be before you can fix my refrigerator?	
h. At what time does your feature movie start tonight?	
i. Do you have a vacancy for a room for next weekend?	
j. I need help to settle an accident claim.	

G.-1 In addition to simple name, number, and address listings, businessmen may also buy space in the Yellow Pages for a display _____ to attract attention to their name, service, or product.

1. Part of the purpose of an advertisement is to catch your attention. This is true of the display advertisements used in the Yellow Pages. Many ads use elaborate but specific drawings or photographs called _____ to direct your searching eye to a particular listing.

2. Flip through the Yellow Pages of your telephone directory until you find an advertisement that catches your eye. What is it about this particular advertisement which drew your eye to it?

H.-1 With this booklet flat on the desk in front of you, slowly turn the page. Which is the very first display advertisement to catch your eye?

1. A second time, now, open slowly but steadily to the next page. Which are the last advertisements you notice?

I.-1 Slogans, like "Let your fingers do the walking," and short, catchy phrases that a business or product uses to indentfy itself quickly and make its name come easily to mind. Locate five slogans used by various companies in the Yellow Pages. Give the name of the business or product, too.

	SLOGAN	BUSINESS OR PRODUCT
1.		
2.		
3.		
4.		
5.		

J.-1 From your search for slogans you must have made some interesting discoveries. For example, in what three ways may a slogan be set off from the rest of the writing in a display advertisement?

1.

2.

3.

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CHINESE FOOD TO GO

FAMILY DINNERS OUR SPECIALTY DELIVERIES IN LIMITED AREAS

OPEN DAILY
WE DELIVER OR YOU PICK UP
TUES. THRU THURS. 1 P.M. to 11 P.M.
FRI. & SAT. 1 P.M. to 1 A.M.
SUNDAYS 1 P.M. to 10 P.M.
CLOSED MONDAYS

A Complete Catering Service
For All Occasions - Large or Small

323-5600
323-9926

SUPERMARKET
2000 S. JACKSON ST.

CHINESE FOODWAY KITCHEN

中唐餐外賣 富偉唐餐外賣

TUKWILA

RIVERSIDE INN

BANQUETS TO 1000

CARD ROOM 244-4542

DINING - DANCING - COCKTAILS
TO COUNTRY WESTERN MUSIC
SMORGASBORD LUNCHES 11 AM - 2 PM DINNERS 5 PM - 10 PM
AFTER HOURS FRI. & SAT 2 AM - 5 AM
COFFEE SHOP OPEN 24 HOURS

14060 INTERURBAN S. FROM NORTH OR SOUTH TAKE TUKWILA EXIT OFF I-5 1 MILE SO. ON INTERURBAN

244-5400

CATERING YOUR PLACE OR OURS

3 LOCATIONS TO SERVE YOU - FINE FOOD SINCE 1958

HOUSE of PIZZA
MON - FRI 11AM - 3AM
SAT 4PM - 3AM
SUN 4PM - 1AM
'THE FUN PLACE TO EAT'
COZY FIRESIDE DINING
ITALIAN DINNERS ORDERS TO GO
TAP OR IMPORTED BEER - WINE
522-9982
9019 AURORA AV.

OPEN
Mon. Thru Thurs. 4 P.M.-Midnite
Fri. & Sat. 5 P.M.-2:30 A.M.
Sunday 4 P.M. Midnite
BEER & WINE
Old Mill
PIZZA PARLOR
"YE OLDE PIZZA HOUSE"
ITALIAN DINNERS
ORDERS TO GO
486-6900
17511 BOTHELL WAY N.E. BOTHELL

POMPEII'S
RISTORANTE ITALIANE
COCKTAILS
AUTHENTIC ITALIAN DISHES
STEAKS & PIZZA
- HOURS -
MON - THURS 11AM - MIDNIGHT
FRI 11AM - 2AM - SAT 4PM - 2AM
SUN 4PM - MIDNIGHT
ORDERS TO GO
774-2158
23931 HWY 99 S. EDMONDS

RUBY CHOW RESTAURANT

Exotic Chinese Gourmet Cuisine
ALSO STEAK & FRIED CHICKEN

COCKTAILS

CATERING & BANQUETS

YOUR HOST... ED CHOW

FOR ALL YOUR OCCASIONS SERVING UP TO 300

RESERVATIONS PREFERRED - NOT NECESSARY
TUES THRU FRI 4:30 - 12 PM
SAT 5 TO 1 SUN 3 TO 10:30
NORMALLY CLOSED MONDAYS

622-6707
BROADWAY & JEFFERSON

Restaurants-(Cont'd)

Burgerama Restaurant 5615 15th NW
BURGERMASTER THE
Aurora Drive In 9620 Aurora N
Plaza 9749 Holman Rd NW
University 3042 NE 45th
BUSH GARDEN SUKIYAKI
JAPANESE RESTAURAN
Cocktails—Parking Facilit
Air Conditioned—Lunch & Di
614 Maynard S
BUTCHER RESTAURANT THE
Bellevue Restaurant
300 120th NE Bellevue
Seattle Restaurant 5701 6th S
BUTCHER THE BAKER THE SALAD MAKER 17248 140th SE Renton
By's All-Beef Burgers 2901 4th S
Cafe International Seattle Center
Cafe Sabika 315 E Pine
Cafe Society 89 S Washington
CAMPOS MEXICAN RESTAURANT

CAMPOS BY TH
UNIVERSITY CAM
MONDAY THRU FRIDAY
LUNCH 11:30 AM-
DINNER 5:00 PM-
SATURDAY
DINNER 5:00 PM-
A Good Family Restaur
Children Welcome
Banquet Facilities for Grou
Up to 25
School Banquet Facilit
Serving Seattle Since 196
633-5072
VERY REASONABLE PRIC
4228 Roosevelt Wy NE

CANAL RESTAURANT THE
New Waterfront Restaurant
In Old Ballard On The Cana
Steak—Seafood—Prime Rib
5300 24th NW
CANLIS' RESTAURANT 2576 Aurora N
Canton Doll 8323 Rainier S
Canton Gardens 615 Pike
CANTONESIA RESTAURANT
DISTINCTIVE CANTONESE CUISINE
PLEASANT LAKESIDE DINING FA
FAMILY DINNERS & BANQU
COCKTAILS—AMPLE PARKI
5-10 Tues.-Sat.; 1-8 Sunday
"FOR RESERVATIONS
CANTONESIA RESTAURANT
7850 Green Lake Dr N

Continued Next Page

Direct distance dialing is faste

It happens 3.69 billion tim every year.

Someone looks in the Ye Pages and then follows with action . . . either a v a phone call, a letter.

Advertise for action...

yellow pag

4A10

K.-l Now let's use your knowledge of the restaurant advertisements you have been looking at. The way an illustration is put together tries to tell you something about what the business is like or what it stands for. Looking at the restaurant ads, think about the type of lettering used in the writing, especially the name of the business. Notice the pictures used with the name in the display. Possibly the name of the company itself is a mental suggestion about the product. Try to match each advertising IDEA in the second column with the proper RESTAURANT in the first column.

RESTAURANT	IDEA
____ Riverside Inn	1. family dinners, food to go
____ Ruby Chow	2. country western music
____ House of Pizza	3. exotic, gourmet food
____ Chinese Foodway Kitchen	4. The fun place to eat
____ Old Mill	5. Old, authentic, and experienced

L.-c An advertisement may need help to attract attention to and strengthen its message. Locate the booklet page which contains the advertisements for the businesses listed below. Explain what each illustration is reinforcing in the advertisement it is a part of.

ADVERTISEMENT FOR	WHAT IS REINFORCED
1. Olympic View Properties	
2. Sherlock Homes	
3. Lake Washington Realty	
4. Century 21	

M.-v There are a number of abbreviations used in most Yellow Pages directories. Match the ABBREVIATION of the second column with its ORIGINAL WORD in the first column.

ORIGINAL WORD	ABBREVIATION
____ Limited	1. cont'd
____ company	2. Co.
____ continued	3. Inc.
____ manufacturers	4. estb.
____ incorporated	5. mfrs.
____ advertisement	6. ad
____ established	7. Ltd.

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Real Estate—(Cont'd)

CENTURY 21-FLOWERS REALTY

WE'RE HERE FOR YOU OFFERING THE ULTIMATE IN PROFESSIONAL REAL ESTATE SERVICE

Century 21

"FOR SERVICE"

CENTURY 21-FLOWERS REALTY
129 Lake S Kirkland ——— 822-2204

KENNETH REALTY
Northwest House Sales
336 Eastlake E ——— 322-3362
New First Mortgage Inc
7316 Aurora N ——— 524-7000

CHENAUR & CLARKE REALTORS—
An Century 21 Chenaur & Clarke Inc

CLARENCE ZAAR INC
4448 California SW ——— 935-3442

CLARK HOMES INC
REAL ESTATE SALES
PROPERTY MANAGEMENT
23825 Hy 99 Edmonds ——— 775-6444

Cross J A Investments
3215 California SW ——— 932-0436

CROWN & ASSOCIATES
740 S 312th Federal Way ——— 839-1480

CROWN & TULLOCH LAND CO
Northwest Recreational & Acreage Sites
710 3d ——— 624-0864
Crown Agency Inc Securities Bg ——— 623-7500

CRUST INVESTMENT COMPANY
233 5th ——— 682-8444
(Please See Advertisement This Page)

CRUST REALTY AND INVESTMENT COMPANY INC
Member Of Northend Brokers Association
Northgate Office 2101 N 45th ——— 632-4640
Landmark Office 3713 NE 45th ——— 525-4343
Carlson Associates Inc 3713 NE 45th —— 525-4345
Cascade Mtn Land Inc
Bank Of California Center ——— 628-2991

CUSHMAN & WAKEFIELD REALTORS
Since 1907
Industrial - Commercial - Investment
Sales - Leases - Trades
Joseph Vance Bg ——— 622-0193

DAHL REALTY
Commercial-Industrial-Land
225 108th NE Bellevue ——— 454-2077

DARRELL BANKER
Nationwide diversified real estate service company - real estate brokerage, research, appraisals, financing, development, management, escrows, insurance.

"FOR SERVICE CALL"

COMMERCIAL REAL ESTATE
Darrell Banker Commercial Brokerage
Co Info & Univ ——— 292-1600

APPRAISAL SERVICES
Darrell Banker Management Corp
Info & Univ ——— 292-6069

DEVELOPMENT MANAGEMENT
Darrell Banker Management Corp
Info & Univ ——— 292-6065

ESCROW
Darrell Banker Escrow
Seattle Info & Univ ——— 292-6012
Bellevue
1000 Bellevue Way NE Bellevue —— 453-4010

FINANCING SERVICES
Darrell Banker Management Corp
Info & Univ ——— 292-6060

Continued Next Column

The telephone industry has been dynamic in the part it has played in the development and in the progress of our nation.

COLDWELL BANKER—(Cont'd)

HOMES

Broderick Henry-A Coldwell Banker Company
Equal Housing Opportunities
Seattle 700 NE 45th ——— 545-4000
Bellevue 1000 Bellevue Wy NE
Bellevue ——— 453-4000
Mercer Island 2780 78th SE
Mercer Isl ——— 232-4600
Sea-Tac 19415 Pacific Hy S ——— 878-3500

INSURANCE

Coldwell Banker Insurance Brokerage Co-
Henry Broderick
Seattle 6th & Univ ——— 292-6034
Bellevue 1000 Bellevue Wy NE
Bellevue ——— 453-4014

PROPERTY MANAGEMENT

Coldwell Banker Property Management Co
Commercial Management
6th & Univ ——— 292-6161
Apartment Management
6th & Univ ——— 292-6160

RESEARCH & CONSULTATION

Coldwell Banker Management Corp
6th & Univ ——— 292-1600

RESIDENTIAL RELOCATION

Broderick Henry-A Coldwell Banker
Company 6th & Univ ——— 292-6028

GENERAL INFORMATION

Coldwell Banker
For Offices Not Listed Above
6th & Univ ——— 292-1600

Cole J R 19415 Pacific Hy S ——— 244-3240

Continued Next Page

That steady hmmmmmm of the dial tone is your dial telephone's way of asking, "Number, please."

Sherlock Homes
REALTY INC.
NEW & RESALE HOMES
SHERLOCK HOMES WILL TAKE YOUR HOME IN ON TRADE
48 HOURS CASH FOR YOUR HOME
MEMBERS NORTHEND BROKERS AND EASTSIDE BROKERS ASSOCIATION
367-0888
13522 - LAKE CITY WAY N.E.

VALLEY PROPERTIES REALTY
"INDEPENDENT BROKERS"
RESIDENTIAL
EXC. HOMES WITH ACREAGE
COMMERCIAL
WILL BUILD TO SUIT YOUR NEEDS
RECREATIONAL HOMES
SEE OUR A FRAME DISPLAY
INDUSTRIAL
SPECIALISTS IN KENT VALLEY INDUSTRIAL ACREAGE & WAREHOUSE SPACE -
LAND DEVELOPING
ASK US - WE LIVE HERE
CARMEN MOYER - RAY MOYER
BROKERS & FEE APPRAISERS
Need cash? We purchase land & homes.
852-8580
21518 EAST VALLEY HWY - KENT

Clarence ZAAR
REAL ESTATE
46 YEARS EXPERIENCE
WEST SEATTLE
SOUTH END
935-3442
CLARENCE ZAAR INC.
4448 CALIFORNIA S.W.

Olympic View Properties Inc....
"We'll Find The Place That's Right For You."
Residential - Commercial Industrial
839-5456
BROKER - DANNY B. HANSEN
24602-D Military Rd. S. Kent

TO SELL OR BUY A VIEW OR WATERFRONT HOME SEE US FIRST

QUALITY
• RESIDENTIAL
• COMMERCIAL
324-7000
Lake Washington Realty
3605 S MC CLELLAN

Century 21
CHENAUR & CLARKE INC
NATIONWIDE RELOCATION SERVICE
FOR SERVICE WITH INTEGRITY CALL
SEATTLE-SO. KING COUNTY OFFICE 772-4900
12724 RENTON AVE SO. SEATTLE WASH 98178
BELLEVUE (EASTSIDE) OFFICE 747-7666
15557 N E. 13th PL BELLEVUE, WA. 98007
MEMBER: SEATTLE KING CO BOARD OF REALTORS NWMLS - MULTIPLE LISTING SERVICES ALSO CIBA (COMMERCIAL INVESTMENT BROKERS ASSOC)

Cable Labelle & associates INC.
"A business firm with a social conscience"
COMMERCIAL • RESIDENTIAL
PROPERTY MANAGEMENT
INVESTMENT ANALYSIS
BUSINESS OPPORTUNITIES
RESTORATION • RENOVATION
Members: CIBA NEBA
623-6784
233 Yesler Way • Seattle

Great Northwest
REAL ESTATE INC.
Serving SEATTLE and SOUTH KING CO.
RESIDENTIAL Specialists
QUALITY HOMES & CONDOMINIUMS
COMPLETE SERVICE FOR BUYERS & SELLERS.
772-4700
11805 RENTON AV. S.

COAST INVESTMENT CO.
Since 1959
realtors
SALES
Commercial Property Specialist For Apartments, Investments Industrial, Commercial & Land
MANAGEMENT
Professional Specialists in Apartment Buildings, Commercial Properties & Condominiums
682-8444
2133 5th Seattle Wa. 98121

N.-v Complete each slogan below by circling the word which will best complete the slogan. One is done for you as an example.

1. At the Big E _____ number one.

   your (you're) your'e

2. Be _____ in a Beechcraft.

   there their they're

3. _____ here to serve you.

   Were Where We're

4. _____ reputation is our bond.

   Hour Our Are

5. You can smile when _____ with Safeco.

   your you're your'e

6. The _____ greatest sleeping pill.

   worlds world's worldes

7. _____ the customer is king.

   Were Where We're

8. Like a good neighbor, State Farm is _____ .

   here hear heer

9. _____ a good feeling to have an Oldsmobile around you.

   Its It's Its'

10. Buy _____ car _____ service counts.

    your, were you're, we're your, where

O.-c Many times a product or service you're after will be listed under another heading in the Yellow Pages. Complete each sentence below by selecting the proper word to make a complete and related thought.

1. Goldfish is to pet as hammer is to

   hardware hand nail lumber

2. Ford is to automobiles as Kodak is to

   bears yellow smiles cameras

3. Suitcase is to luggage as beer is to

   whiskey wine beverage drinking

4. Fish-fry is to restaurant as lettuce is to

   grocery salad tomato green

5. Doctor is to physician as lawyer is to

   attorney judge court verdict

6. Gravestone is to monument as mattress is to

   bedding sheet sleep blanket

7. Child is to pediatrician as horse is to

   doctor barn veterinarian saddle

8. Minister is to clergyman as janitor is to

   clean broom work custodian

9. Flowers are to florist as pastry is to

   coffee baker breakfast pretty

10. Rug is to carpet as cloth is to

    clothes sewing fabric thread

VII. CRITICALLY READING YOUR TELEPHONE BILL

A.-1 Words to know for using this section. Match the phrases of the MEANINGS column to the terms in the WORDS column. One is done for you as an example.

WORDS	MEANINGS
____ balance	1. (en-clōz'd) closed up inside of something
____ credit	2. going on or happening right now
____ current	3. (in'-stal-ā'-shun) having built something in
____ disregard	4. what is left over after everything else has been subtracted
____ enclosed	5. (op'-shun-al) not required
____ installation	6. an amount of money owed to you because you overpaid your bill
____ legend	7. money paid to the government
____ net	8. (dis'-rē-gard) to pay no attention to something
____ optional	9. (lej'-end) an explanation of the symbols used on a map or chart
____ receipt	10. how much you still owe on your bill
____ tax	11. (rē-set') a piece of paper showing how much you have paid for something

NOTE: the pronunciation symbols in parentheses have been developed for quick and easy recognition of word sounds. The symbols do not necessarily coordinate with the pronunciation keys used by standard dictionaries.

B.-1 Where in your telephone directory do you find information on paying bills?

1. table of contents or index heading:

2. page number:

C.-1 How long do you have to pay a bill after you receive it?

D.-1 If you pay by check through the mail, what additional information should you include on your check?

E.-1 Can phone bills be paid at locations other than the telephone building's main office?

F.-1 Check your telephone book for information on equipment costs. If this information is in your book, give

1. table of contents or index heading:

2. page number:

G-1 Find the copy of the "Sample Telephone Bill." Study it carefully to learn all of its parts.

1. According to the sample bill, what is the total monthly charge for service including taxes?

   a. How much was the telephone user charged for:

      1. city tax:

      2. U.S. tax:

   b. How much of the total bill was left over from the last bill?

   c. What is the charge for current long distance calls?

2. There are two dates on the service charges side of the phone bill.

   a. When was the bill sent?

   b. What is the due date for payment of the bill?

3. What is the telephone number of Rawleigh H. Grove?

   a. 206-345-2341

   b. 206-281-2562

   c. 206-290-0163

4. What is the area code for Saxonburg, Pennsylvania?

5. What is the date of the long distance call to Enumclaw, Washington?

6. What is the telephone number of the person called in Bellingham, Washington?

H-1 1. Study the Class of Call codes section of the sample telephone bill.

   a. What kind of long distance call was made to Pennsylvania?

      1. class of call _____

      2. time of day _____

      3. discount rate _____

   b. What kind of long distance call was made to Bellingham, Washington?

      1. class of call _____

      2. time of day _____

      3. discount rate _____

2. If the caller had made a call to Alaska at 11:00 p.m. on a Saturday evening what code and discount rate would apply?

SAMPLE TELEPHONE BILL

206 281 2562 622 SEATTLE 29 163

			Class of Call — See reverse	Amount
0312SAXONBURG	PA	412353 1358	DISCOUNTED B	183
0326ENUMCLAW	WA	825137	DISCOUNTED R	41
0405BELLINGHAM	WA	7340838	T	100
		TOTAL		324

Pacific Northwest Bell

Business Office Number
206
345-2341

BALANCE FROM LAST BILL		22.80	0529
LONG DISTANCE		3.24	
TAX -CITY	.02	.12	RAWLEIGH H GROVE
-US TAX	.10		SPU
			SUB BOX 1416
			SEATTLE WA 98119
Total →		26.16	Bill Date → APR 07 79
			Payment Due → MAY 01

Pacific Northwest Bell

Date of Bill	Date Payment Due	Exchange	279
APR 07 1979	MAY 01 1979	SEATTLE	

You may make checks payable to PNB Tel. Co.
If you pay in person, bring this document and your bill.

206 281 2562 622	BALANCE	CURRENT	Total Due
29 00 163 0	22.80	3.36	26.16

2 0 6 2 8 1 2 5 6 2 6 2 2 0 0 2 9 0 0
0 0 0 0 0 0 0 0 0 5 2 9 7 0 0 0 0 0 2 6 1 6 1 H

1

0529

RAWLEIGH H GROVE
SPU
SUB BOX 1416
SEATTLE WA 98119

PACIFIC NORTHWEST BELL
P.O. BOX 12480
SEATTLE, WASHINGTON 98191

Please Return This Document
With Your Payment

297 4 1 1

*Class of Call Codes:

Between States and within Idaho

Customer Dialed
A - Day - Full Rate
B - Evening - 35% Discount
C - Night/Weekend - 60% Discount

Operator Handled
E - Station Day - Full Rate
F - Station - Full Rate Initial
Evening 35% Discount on Add 1 Min.
Night/Weekend - 60% Discount on Add 1 Min.
P - Person - Day - Full Rate
Evening - 35% Discount on Add 1 Min.
Night/Weekend - 60% Discount on Add 1 Min.

*excluding Canada, Alaska, Hawaii and Overseas.

See Call Guide page in your Telephone Directory for rate periods

Within Washington or Oregon

Customer Dialed
Q - Day - Full Rate
R - Evening - 25% Discount
S - Night - 50% Discount
T - Weekend - 35% Discount or 10 for $1 after 10

Operator Handled
5 - Station - All Days - All Hours
7 - Person - All Days - All Hours
9 - All Telegrams
0 - Miscellaneous

Class explained in Call Detail

A complete public file of this company's tariffs applicable to this territory is maintained in your local business office and may be inspected by any person upon application and without the assignment of any reason for such desire. Our representative will be happy to assist you in securing information from the tariffs.

*Class of Call Codes:

Between States and
Within Idaho

298
Customer Dialed
A-Day-Full Rate
B-Evening-35% Discount
C-Night/Weekend-60% Discount

Operator Handled
E-Station Day-Full Rate
F-Station-Full Rate Initial
Evening-35% Discount on Add 1 Min.
Night/Weekend-60% Discount on Add 1 Min.
P-Person-Day-Full Rate
Evening-35% Discount on Add 1 Min.
Night/Weekend-60% Discount on Add 1 Min.

*excluding Canada, Alaska, Hawaii and Overseas.

See call Guide page in your
Telephone Directory for rate
periods.

Within Washington or Oregon

Customer Dialed
Q-Day-Full Rate
R-Evening-25% Discount
S-Night-50% Discount
T-Weekend-35% Discount or 10 for $1 after 10

Operator Handled
5-Station-All Days-All Hours
7-Person-All Days-All Hours
9-All Telegrams
0-Miscellaneous

Class explained in Call Detail

A complete public file of this
company's tariffs applicable to
this territory is maintained in
your local business office and
may be inspected by any person
upon application and without
the assignment of any reason
for such desire. Our representa-
tive will be happy to assist you
in securing information from
the tariffs.

I-c 1. How much would this person have saved if he had made a code S call to Enumclaw instead of his code R call?

2. How much per minute did the caller of the sample bill pay for his long distance call to Bellingham, Washington?

3. If the caller of this sample bill wished to report an error on this sample bill, what telephone number should he call?

4. If there is a call charged to your telephone number that you did not make, what would you say to the telephone company service representative?